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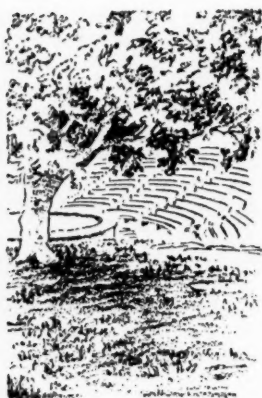
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Education in New Orleans



GREEK THEATRE, L.S.U.,
cut into the slope at the
north end of the campus.

phanage. The Ursulines taught resident and boarding white students. They also instructed Negro slaves and Indians from one to three o'clock daily. The old Ursuline Convent, completed in 1734, remains to this day as one of the oldest buildings in the Mississippi Valley.

An appropriation of \$7,500 in 1841 by the State Legislature was the first significant factor in the development of the educational system. During the same session of the Legislature \$15,000 and a tract of land were given to a small band of doctors to erect a building for their medical classes which developed six years later into the University of Louisiana, located in New Orleans. After Paul Tulane's endowment of \$1,000,000, it became Tulane University. Newcomb College for girls was founded as a result of an endowment of \$3,500,000 by Mrs. Josephine Louise Newcomb.

TULANE and Loyola Universities and the Sophomore Newcomb College for white students, in all departments of higher education, and Louisiana State University Medical Center, in its special department give New Orleans high rank as an educational center. The colored race is similarly provided for by Dillard University and Xavier University.

There are, in addition, 116 public schools in New Orleans, including the famous Delgado Trade School for boys and the Rabouin Technical School for girls. New Orleans also has a Catholic school system with more than fifty schools, convents and colleges.

Organized education in New Orleans dates back to 1727, nine years after the city was founded, when the Ursuline nuns arrived to open the first Catholic school in this country taught by sisters, the first Indian and Negro schools and the first Catholic



THE PENTAGON, men's central dormitories at L.S.U., patterned after the old Pentagon Army barracks on the old campus in the northern part of Baton Rouge.

P. J. RINDERLE

A Message from President Kerr

"IN ANOTHER place in this issue of the JOURNAL you will find an outline of the program for the New Orleans convention. This program represents the combined efforts of the Executive Committee, together with a number of other members of the Association who have most loyally come to our assistance. To all who have thus cordially responded to my requests for help I wish to acknowledge my debt of gratitude, for without you no such program could have been prepared.

In building the program I have attempted to observe as closely as possible the recommendations of the Appraisal Committee, which was appointed at the beginning of the Kansas City convention, and whose report was printed in the last issue of the JOURNAL. Thus, you will find the sessions have been made a little shorter with fewer formal addresses and more time for general discussion. More time has also been left between sessions for personal visiting and conferences, and for such other matters as may occupy your attention.

Two new features appear in this program. In the first place, the division for the sectional meetings on Wednesday afternoon will be made entirely on the basis of your own choice of the topics announced for discussion, and not according to any consideration of the size or type of institution you represent. In the second place, the open forum session for new registrars on Wednesday evening will be divided into two sections partially on the basis of the size of the institution you represent. The purpose of this division is to provide a greater opportunity for the younger registrars to participate personally in the discussion, and to ask questions or present problems on which they wish to secure assistance. The leaders of these discussion groups will attempt, in the early sessions of the convention, to secure a list of questions or problems from the members present to be used as a basis for the forum meetings. With this in mind, therefore, all the members, but particularly the newer registrars of one or two or three years standing, are invited to have their questions and problems in mind so that they can submit them to these leaders when the opportunity is given.

The Committee on Local Arrangements is offering you a city-wide tour of New Orleans on Tuesday afternoon, and an inspection of New Orleans' harbor by boat on Thursday afternoon. Opportunity will be offered between sessions for an exploration of the old French Quarter, which is located within a few blocks of the hotel. It will be possible to organize at moderate cost an all-day trip along the Gulf Coast to Biloxi and Gulfport if there should appear to be sufficient interest in such an expedition.

It is my sincere hope that the educational and recreational opportunities presented herewith will appeal to a larger number of our members than ever before so irresistibly that you will not be able to stay away."

FRED L. KERR, *President*

American Association of Collegiate Registrars



Above: *Aerial view of Tulane (left) and Loyola Universities. Tulane, with its undergraduate, graduate and professional colleges, is the outgrowth of the Medical College of Louisiana which was organized in September, 1834. Loyola University was founded in 1849 by Jesuits who came to New Orleans with the purpose of establishing a college of Liberal Arts and Science. In addition to undergraduate colleges it has schools of Law, Dentistry and Pharmacy.*

Below: *H. Sophie Newcomb College is the women's college of Tulane University. It grew out of a bequest from Mrs. Newcomb in 1886 for the development of an education which "shall look toward the practical side of life as well as the literary excellence."*



JOURNAL

of the

AMERICAN ASSOCIATION
of COLLEGIATE REGISTRARS

MEASUREMENT OR MARKING?

F. S. BEERS AND H. M. COX

THE DEVELOPMENT of scientific measurement in education has come about within the memory of men still living. Between the early attempts of Galton and Cattell to apply to human traits measures analogous to those used in physical science and the appearance approximately two decades later of the Army Alpha test lies a period of brilliant advances, comparable in time and effect to the soaring of pre-Elizabethan drama from *Ralph Roister-Doister* to *Twelfth Night*. Beginning largely in a quest for the components of intelligence, applications of the new science have been extended rapidly to include achievement, special skills and aptitudes, attitudes, interests and relatively unique differential traits of personality. Such progress has been neither without its price nor its pitfalls. Illustrating this point is the statement by Dr. Coffman: "I remember very well a meeting of the Department of Superintendence in Philadelphia, at which the advocates of educational measurement desired to secure a friendly, favorable vote in support of their work. There was a long and vigorous debate on the subject. Many maintained that mental traits cannot be described statistically, and that progress in school subjects cannot be measured. The motion approving this type of scientific work prevailed by only one vote."¹

¹ Coffman, L. D., in *Problems of College Education*, U. of Minn. Press, 1928, p. 3.

The extent and nature of the obstacles in the path of this neonate science, aside from technical ones, can be illustrated by the fact that as early as 1920 Thorndike and others called the attention of the College Entrance Examination Board to disturbing fluctuations in the results of examinations from year to year. This observation was soon followed by elaborate studies of causes that yielded clear results; but it was 1934, or more than a decade after scientific studies of this phenomenon were made, before the Board adopted the resolution: "That all statements concerning the technique of examining or describing the form of examination be rescinded, and the Examiners be instructed to prepare examinations designed to describe the individual candidate with the smallest possible error of measurement."²

Even greater resistances have been met in attempts to apply reliable measurement to the assigning of teachers' marks. A multiplicity of causes has no doubt been responsible, among them the emotional satisfaction or feeling of expansion which comes to the teacher when exercising his authority and the subsequent boost which his social status receives from public interest in marks. In the words of Billett, "School marks have been the symbols of success and failure to generations of pupils . . . and to their parents who, indifferent at times to most phases of education, seldom have neglected the report card. At the bottom of the marking scale the 'passing' mark has loomed large as the open sesame to new subjects, advanced grades, higher schools, and finally to the alluring opportunities of vocations and careers. . . . At the top of the marking scale the difference between an A and a B, between 90 and 95, has been magnified immediately into the difference between unheralded mediocrity and . . . honors accompanied by attractive pecuniary emoluments. . . . As long as school marks are issued, pupils, parents, and the world in general will regard them seriously."³

From the classic studies by Starch and Elliott on the unreliability of marking to the present, a wealth of evidence has accumulated, showing repeatedly that marks subjectively assigned are little better than those resulting from a throw of dice; but surprisingly little evidence is available to show that such studies have resulted in any general improvement of marking. From the University of Minnesota, where the dean and the department heads of the liberal arts college have con-

² *Thirty-Fourth Annual Report*, College Entrance Examination Board, N.Y., p. 10.

³ Billett, R. O., *Provisions for Individual Differences, Marking and Promotion*, U.S. Office of Education, Bulletin 1932, No. 17, p. 424.

cerned themselves about the question of marking, a study by Williamson covering a ten-year period has recently appeared, revealing serious irregularities in standards and indicating "that most instructors are continuing to grade on an inflexible curve of distribution without regard to changes in student ability."⁴ It must be kept in mind that the dean's office does not actually assume responsibility for marking. It is only where such responsibility is introduced as part of the administrative function that much improvement over existing conditions of unreliability in marks can be expected.

In view of the fact that the unreliability of marking by teachers had been well established, it is somewhat difficult to understand why test-makers spent the tremendous amounts of time and energy that they did (and still continue to do) in validating their instruments by the correlational technique against teachers' marks and in predicting teachers' marks from these same instruments. The number of such coefficients of correlation assembled and classified by Segel⁵ as representing the best studies approximates 550; these are limited to prediction of scholarship in the college field alone. However much the setting of the stage may have foredoomed these studies to partial, and often complete, failure, they have probably played a considerable part in focusing critical attention on marks and marking procedures. While making such practices as obtain common knowledge, these studies have also accomplished some measure of success in doing what, in the nature of the case, is impossible, namely, predicting marks which teachers will give their students. Segel's summary of the data in median coefficients suggests that prediction of general scholarship in college, while little better than chance, increases if two or more predictive measures are combined. Table I is illustrative of the point. In view of the size of the coefficients in this table it is well to keep in mind the fact that only when a coefficient of correlation reaches a magnitude of .60 does its forecasting efficiency become as great as 20 per cent.

Really large gains in predicting scholarship will probably depend upon more reliable marking than now obtains, upon the breaking down of departmental lines and cafeteria-style courses, and upon the clinical analysis of students and the removal of severely atypical⁶ ones from

⁴ Williamson, E. G. "The Decreasing Accuracy of Scholastic Prediction," *Journal Educational Psychology*, Jan. 1937, p. 12.

⁵ Segel, David, "Predicting College Success," U. S. Office of Education, Bulletin 1934, No. 15.

⁶ The statistical limitations here implied are too detailed to be described in a general article.

calculation of expectancies designed for the typical. It may even be argued with considerable force that "prediction" as the term is currently understood will decrease in importance as the practice of guidance increases in importance, and that administrative energies, rather

TABLE I
RELATIONSHIPS BETWEEN PREDICTIVE MEASURES AND
COLLEGE SCHOLARSHIP*

	MEDIAN CORRELATION COEFFICIENTS		
	1 Measure	2 Measures	3 Measures
Prediction of General	—	.63	.71
Scholarship	—	(12 r's)	(6 r's)
General Mental Tests (103 r's)44	—	—
General Achievement Tests (14 r's)54	—	—
Tests of Specific Trends, aptitudes or achieve- ments (39 r's)37	—	—
Average High School Mark (46 r's)55	—	—
Prediction of Scholarship in Specific College Subjects	—	.73	.56
General Mental Tests (71 r's)37	(2 R's)	(6 R's)
General Achievement Tests (13 r's)40	—	—
Tests of Specific Trends, aptitudes or achieve- ments (72 r's)42	—	—
Combination of High School Record	—	.53	.49
		(1 R)	(6 R's)

* Data from Segel, *loc. cit.* These medians show central tendency roughly.

than be spent in fostering better prediction, should be directed to that end.

Foerster in his recent book on universities, a work brilliant for its machine gun fire, contends that between the close of the Civil War and the economic collapse of 1929, the universities reflected the popular impulses toward social leveling, applied science and material success. "The welfare of the university was largely a matter of indifference, while the . . . department was jealously guarded and enhanced. That this was possible was owing in part to the feudal organization of the institution: At the top a president—a financier and politician—then the several deans, and finally the heads of departments, to whom the deans delegated large powers. As the departments became more and more isolated through the increasing disparateness of the fields of learning, of the educational programs, and of the intellectual life of the faculty, they were permitted to control their affairs and forward

their mysteries much as they saw fit. In them functioned the real life of the corporation."⁷

In recent years, and particularly during the present decade, several educational forces have been at work which may have exerted some slight influence on improving the conditions described and especially on improving the conditions of measurement and marking. Research techniques have been elaborated, reliable examinations have grown in popularity, measuring the outcomes of learning has made its appeal

TABLE II

SUMMARY OF CORRELATIONS BETWEEN COLLEGE MARKS AND SCORES ON INDICATED SOPHOMORE TESTS FOR SEVEN COLLEGES CHOSEN TO REPRESENT THE VARIETY OF AVERAGES FROM HIGHEST TO LOWEST; AND CORRESPONDING r 's BETWEEN MARKS IN ENGLISH AND TEST SCORES, 1932

		OTIS INTELL.	TOTAL ENGLISH	SPELLING	GRAM- MAR	VOCAB.	ENGLISH + GEN. CULTURE	GENERAL SCIENCE
Correlations with Average College Mark ¹	Range	.25-.46	.43-.63	.22-.49	.36-.59	.25-.55	.38-.61	.16-.35
	Average	.38	.54	.38	.50	.44	.50	.24
Correlations with Average Mark in Eng. ²	Range	.29-.50	.30-.58	.25-.51	.32-.57	.19-.42	.25-.56	.12-.4
	Average	.39	.48	.35	.45	.35	.44	.31

¹ Range of average college marks, 3.4-6.2 (9 point scale).

² Range of average college marks in English, 4.0-6.2 (9 point scale).

as a joint duty of teachers and administrators, and various forms of guidance and testing programs have been current. A partial examination of one of these forces, namely, some aspects of the national sophomore testing program (American Council on Education), may define and clarify a few of the specific problems and implications of measurement and marking. To this end Table II has been prepared from a wide array of data in the report on the 1932 program.⁸ The correlations given in the shortened table are probably representative of the relations between test scores and marks in the 138 colleges represented, located in 38 states. Although the range in college averages (achievement) is not expressed so as to be directly comparable with

⁷ Foerster, N., *The American State University*, University of North Carolina Press, 1937, p. 91.

⁸ Committee on Educational Testing, "The 1932 College Sophomore Testing Program," *Educational Record*, Oct., 1932, p. 42.

the corresponding range of average marks, a detailed analysis would leave little doubt about the greater variability of marks.⁹ This point of greater variability in average college marks is implicit in Table II, where pairs of averages over two-year periods are correlated for col-

TABLE III
CORRELATIONS BETWEEN 1935 AND 1936 SOPHOMORE AVERAGES
OF COLLEGES THAT PARTICIPATED IN BOTH PROGRAMS,
WITH CORRESPONDING CORRELATIONS FOR
1934-35, 1933-34, AND 1932-33

VARIATES	NO. OF PAIRS OF COLLEGE AVERAGES	CORRE- LATIONS 1935-36	CORRESPONDING CORRELATIONS		
			1934-35	1933-34	1932-33
Chronological Age.....	45	.81	.75	.85	.82
History and Social Studies.....	40	.61	.80	.83	.65
Foreign Literature.....	40	.84	.90	.91	.54
Fine Arts.....	40	.89	.90	.90	.68
Total General Culture.....	40	.81	.88	.90	
Usage.....	41	.85	.81	.76	
Spelling.....	41	.83	.77	.74	
Vocabulary.....	41	.79	.88	.77	
Total English.....	41	.88	.88	.79	.68
Literary Acquaintance.....	35	.80	.69	.74	
Contemporary Affairs.....	23	.92	.71		
College Marks(M).....	45		.55	.51	.44

leges participating in successive programs. The data for Table III have been drawn from the 1936 report¹⁰ and earlier ones.¹¹ Among the inferences that can be readily drawn from this table and the previous one are (1) that levels of achievement stay relatively constant for two-year periods in the colleges represented; (2) that "standards" of marking are obviously more variable than levels of achievement; and (3) that despite wide variations in mean scores, the corresponding average marks reveal only slight differences from college to college. A point which the tables do not show directly but which is apparent

⁹ Attention is called to the fact that self-correlations of the tests are all extremely high, being equal to or in excess of .90 in every case; the tests were those used in the Pennsylvania Study, Carnegie Foundation.

¹⁰ Beers, F. S., "The Human Side of This Testing Business," *Educational Record*, Oct., 1936.

¹¹ Committee on Educational Testing, "The College Sophomore Report," *loc. cit.*, also, Oct., 1933-4-5.

in the original data is that the colleges having low average achievement tend to give the higher average marks.

It might have been thought that commonly used, standardized examinations should exert some stabilizing influence on marks, even though such instruments are not designed for use in specific courses. The studies cited above do not support such a generalization. Again, it might be expected that uniform examinations based on specific

TABLE IV
UPPER AND LOWER LIMITS OF MARKS (A, B, C, D, F) AS
READ IN PERCENTILES. UNIVERSITY SYSTEM OF
GEORGIA COLLEGES, 1934-1935

	PHYSICAL SCIENCE I	PHYSICAL SCIENCE II	HUMAN BIOLOGY I	HUMAN BIOLOGY II	FUNCTIONAL MATHEMATICS
A	100-64	100-70	100-79	100-34	100-75
B	98-55	99-35	99-55	99-30	100-57
C	95-16	92-7	94-21	93-10	95-24
D	50-8	7-1	46-10	84-3	70-4
F	42-1	1	63-1	42-1	55-1

courses of study required should effect an improvement. This procedure has been tried in the University System of Georgia,¹² the interpretation of the scores on such tests being left entirely to each college department or to the individual instructors therein. The results are given in Table IV. They are no more satisfactory than when examinations are more general and are not based upon specific course content. Table IV gives the ranges, not of the scores corresponding to final marks assigned, but of the *numbers* of A's, B's, C's, D's, F's, superimposed upon the distribution of scores. It is therefore *a fortiori* a description of the differences in the interpretation of examination scores by individual instructors. It is a composite picture for ten colleges, but the variability was almost as great for any given college or instructor. If within a department some uniformity of marking were achieved, there is no resulting uniformity of marking from one college department to another nor between subject-matter divisions.

Following this experiment, it was agreed by a majority of 200 teachers that some uniform scale of values for examination scores be adopted. Such a scale was set up. It reads 7% A's, 18% B's, 45% C's, 20% D's, 10% F's. The method adopted for assigning final marks

¹² Beers, F. S., and Cox, H. M., *Educational and Vocational Guidance*, Division of Publications, University of Georgia, 1935.

was one which takes into account the rank order of students as determined by class quizzes on the one hand, and by final examination scores on the other. The two rank orders, one for quizzes and one for final examination scores, are combined graphically. The final mark for each student is fixed by the letter grade equivalent of the position intermediate between his position on the two lists. It is to be noted

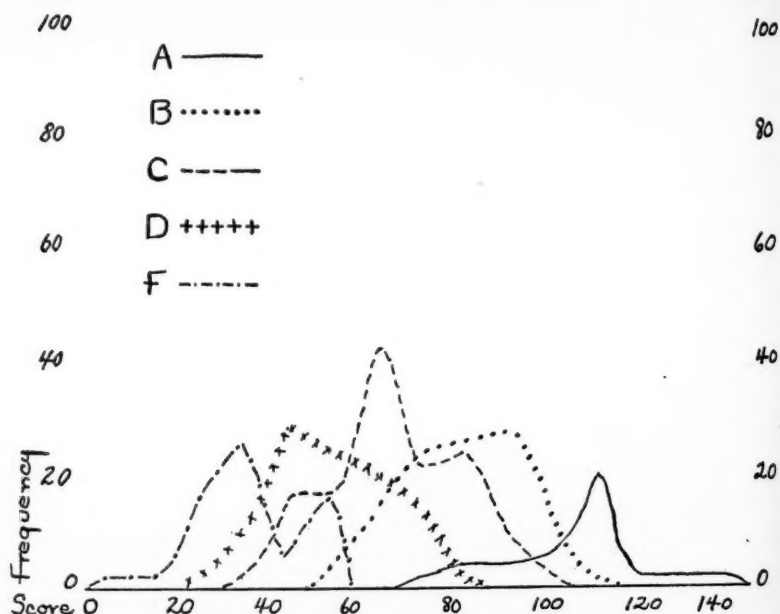


FIG. 1. Distribution of final marks in freshman mathematics, University of Georgia, spring quarter, 1935. The five areas represent the distribution of examination scores made by students receiving final marks of A-F, traditionally calculated. 227 students.

that the common valuation placed upon examination scores yields also a common evaluation of teachers' ranking of students on the basis of teacher-made quizzes.

The results of this change in procedure are best illustrated by two figures (Figures 1 and 2) which will serve as a sample of what has taken place generally by way of stabilizing marks in the commonly required courses: Humanities, social studies, biology, physical science and mathematics (15 colleges). Figure 1 describes in overlapping areas the distribution of marks (A-F) assigned by the Mathematics Department, University of Georgia, spring quarter 1935. It has been chosen because a score based upon subjective departmental quizzes

was combined with a score on the state-wide final examination to yield each final mark. The picture may, therefore, be considered the best obtainable under traditional marking practices, the combination of scores having been made without reference to stable zero points or respective rank orders. Figure 2 is directly comparable to Figure 1 for purposes of interpretation. It represents the change which has

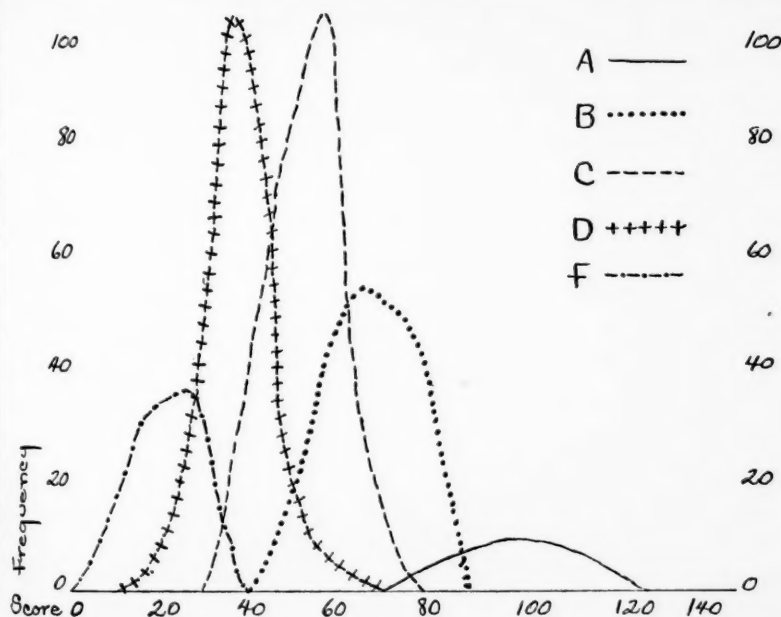


FIG. 2. Distribution of final marks in freshman mathematics, University of Georgia, fall quarter, 1935. The five areas represent the distribution of examination scores made by students receiving final marks of A-F, calculated from rank orders on quizzes and examination. 344 students.

resulted from the use of the rank order method of marking. The overlapping of areas has decreased and the limiting curves have become more clearly defined.

When teachers make use of the rank order method of classifying their students, it would appear that there is a closer relation between their estimates and scores on reliable examinations than under most other conditions. Correlations between teachers' rank order of students and the rank order determined by examination scores have been computed by classes and by subjects; median "rho's" have been between .70 and .80 for each subject and for each quarter, 1934-37.

Q_1 's have averaged .65, and Q_3 's .85 for these coefficients of correlation.

Another illustration of the reliability of marks computed by the rank order method as contrasted with traditional methods is given in Table V. In this table there is notable uniformity in percentages of

TABLE V
PERCENTAGES OF FINAL MARKS, JUNIOR COLLEGE COURSES,
UNIVERSITY SYSTEM OF GEORGIA, WINTER QUARTER, 1937

COLLEGE NO.	1		2		3		4		5		6		7		8		TOTAL	
COURSES	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E	R	E
Marks																		
A+B.....	24	46	25	48	19	38	26	40	31	48	25	46	20	33	27	47	25.5	44.5
C.....	45	42	47	39	47	38	46	37	40	27	45	38	47	44	43	32	44.0	34.4
D+E+F....	31	12	28	13	34	24	28	23	29	25	30	16	33	23	30	21	30.5	21.1

R, required courses; E, elective courses.

high, average and low marks given in commonly required courses by the eight colleges listed. Most differences occurring are the result of variation in average ability. Contrasted with this uniformity the percentages of final marks in elective courses show not only irregularities of considerable magnitude but also a distinct drift in the upward direction. For example, at college No. 1 the students who are assigned 24 per cent of A's and B's in required courses are given 46 per cent of A's and B's in elective courses. The dynamics operating in college No. 1 are equally apparent at each of the eight other colleges, with the possible exception of college No. 7, where some administrative supervision of all marks was undertaken.

In conclusion, it would not seem amiss to point out the fact that improvements in the reliability of marks have been made possible only by virtue of the administrative reorganization which in 1934 provided a central office of examining. One group of authorities goes so far as to recommend that, "Schools and colleges should be given assistance in setting up the examining function as a scientific part of administrative procedure, and they should be aided in their efforts to divide the responsibility for reliable measurement between teachers and test technicians."¹³ It may be that the step here suggested is basic to any large-scale attempts at substituting measurement for marking.

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¹³ "The Testing Movement," Committee Report of the American Council on Education, Feb., 1937, p. 30.

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TOTAL	
R	E
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0.5	21.1

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THE COLLEGIATE SUCCESS OF SECONDARY SCHOOL GRADUATES

WALTER CROSBY EELLS

A REPORT ON ONE PHASE OF THE COOPERATIVE STUDY OF
SECONDARY SCHOOL STANDARDS

ONLY A LITTLE more than a third of the students entering American institutions of higher education from a widely distributed group of secondary schools graduate from these institutions. More than a tenth of them are dropped for poor scholarship; the others withdraw for a variety of reasons. When three important measures of collegiate success are analyzed, the record of the graduates of the public schools is superior on the average to that of the private schools, but there is considerable overlapping between the two groups. Graduates of non-accredited schools do almost as well, and in some cases much better, than do those from schools accredited by the regional associations. Graduates of small schools make better records than do those of large schools.

These are a few of the outstanding results of an extensive study of the collegiate records of 12,899 graduates of 200 secondary schools in every state in the Union, completed this year as one phase of the Cooperative Study of Secondary School Standards. Through the generous cooperation of the American Association of Collegiate Registrars, the American Association of Junior Colleges, and the registrars of educational institutions in all parts of the country, detailed reports have been secured and analyzed concerning the graduates of these secondary schools who entered more than 1,300 institutions of higher education following their graduation from secondary schools.

The Cooperative Study has been engaged for the last three years in an effort to devise methods for evaluating secondary schools which will be more flexible, more valid, and more stimulating to improvement than those now commonly used by regional or state accrediting bodies. In order to secure a satisfactory criterion for judging the relative merits of the different plans under consideration, seven methods of evaluating a representative group of 200 secondary schools have been used. These involve securing for each of these schools the

following types of information: (1) scores on some 1,100 check list items and 400 evaluations on all phases of the school's life and activity; (2) judgments of committees of competent educators after visiting and studying each school for two to ten days each; (3) measurable growth as indicated by scores on a series of psychological, achievement and social attitude tests given to more than 17,000 pupils at the beginning and again at the end of the academic year; (4) success of almost 13,000 of the graduates of the 200 schools in subsequent work in institutions of higher education; (5) success of over 7,000 pupils, both graduates and non-graduates, who terminated their formal education with their secondary school attendance; (6) judgments of almost 7,000 parents of seniors in the schools studied; and (7) judgments of more than 17,000 pupils in the schools being evaluated.

This article is devoted to a report of the fourth phase of this evaluation program—judging a school in terms of subsequent success of its academic product in higher institutions. Reports on other phases have been made elsewhere or will be made in the near future.¹ The schools for the experimental tryout of the materials and methods devised by the Cooperative Study were selected with special care, on a proportional basis, taking account as far as possible of the following factors: geographical location, enrolment, public or private control, racial groups served, form of organization, type of community served, type of program offered; and, for private schools, sex of pupils enrolled, denominational control, and boarding or day school status. While primarily a study of schools now accredited by one of the re-

¹ For a general description of the Cooperative Study, see E. D. Grizzell, "The Cooperative Study of Secondary School Standards," *North Central Association Quarterly* (July 1937), 12:34-44. For (1), in part, see W. C. Eells, "Bases for a New Method of Accrediting Secondary Schools," Sixth Educational Conference, New York City, November 1937, in *Educational Record Supplement* (January 1938). For (2) see W. C. Eells, "Can Experts Judge Secondary Schools?" *School Executive* (December 1937) 57:149-52, 183; for (3) in part, see W. C. Eells, "The Scholastic Ability of Secondary School Pupils," *Educational Record* (January 1937), 18:53-67; for (6) see W. C. Eells, "Judgments of Parents Concerning American Secondary Schools," *School and Society* (September 25, 1937), 46:409-16; for (7), in part, see W. C. Eells, "Pupil Judgment on Value of Guidance Received," *School Review*, and "What Secondary Pupils Think of Pupil Activities," *Clearing House*, and K. W. Eells, "A Scale for Evaluation of Pupils' Judgments on Best-Liked and Least-Liked Aspects of Secondary Schools," *Journal of Educational Research* (January 1938), 31:321-34. A limited number of reprints of these articles is available at the Executive Office of the Cooperative Study, 744 Jackson Place, Washington, D.C.

gional associations (or having equivalent form of recognition), a small group of 25 schools not thus accredited was included for comparative purposes. The statistical map reproduced as Figure 1 shows the number and type of schools (accredited or non-accredited) in each state.



FIG. 1. Distribution of tryout schools by states and status of accreditation.

GATHERING THE DATA

In February 1937, the principal of each of the secondary schools involved in the Study was sent a set of cards (reproduced as Figure 2), on which he was asked to give the name of each graduate in the classes of 1932 and 1936 who subsequently entered any other institution for study, or who expected to enter such an institution; and the name and address of the institution. The class of 1932 was selected in order that the pupil might subsequently have completed a four-year college course; the class of 1936 was chosen so that the latest possible measure on the quality of the school might be utilized. Pertinent extracts from the instructions to the principals are given on page 288.

As a result of this request, 16,795 separate cards were received for 16,066 pupils, there being 729 duplicate cards where two were filled out for the same individual in cases in which there was uncertainty as to which institution he entered. The number of cards received from the different secondary schools varied from 4 to 549. The distribution is shown in Table I.

Include graduates who have gone to any type of institution for further education—university, college, junior college, teachers college, normal school, nursing school, business school, trade school, etc.

In case transcripts have been sent for the same pupil to several different institutions, and you *know definitely* which one he or she entered, make out one card only for the pupil.

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS 744 Jackson Place, Washington, D. C.			
			CLASS OF 1932 1936 DUP
Name (in full) _____		Last	First Middle
Recommended? Yes. No.			
Institution _____			
City _____		State _____	
<input type="checkbox"/> Entered	Number of hours taken:		
	1st quarter or semester		
<input type="checkbox"/> Graduated	First year		
<input type="checkbox"/> Still in residence	Number of hours failed:		
	1st quarter or semester		
<input type="checkbox"/> Withdrew before graduation	First year		
<input type="checkbox"/> a. Primarily for poor scholarship	Average grade:		
	1st quarter or semester		
<input type="checkbox"/> b. For other reasons	First year		

FIG. 2. Sample of card used in gathering information from each secondary school regarding educational destination of graduates, and from each registrar regarding subsequent collegiate success of these graduates.

In case transcripts have been sent for the same pupil to two or more institutions, and you *do not know* which one he entered or whether he entered any, fill out a separate card for each institution, repeating the name of the pupil on each, and place a circle around the letters "DUP" on each card.

If your school had over 250 graduates in either 1932 or 1936 who entered or expected to enter other institutions, cards should be filled out only for the first 250 names, *taken alphabetically*, from the May or June graduates in each class.

TABLE I
NUMBER OF CARDS RECEIVED FROM EACH OF 200
COOPERATING SECONDARY SCHOOLS

CARDS	SCHOOLS
0-24.....	67
25-49.....	50
50-74.....	22
75-99.....	14
100-149.....	19
150-199.....	4
200-249.....	9
250-299.....	2
300-399.....	7
400-499.....	4
500-599.....	2
TOTAL.....	200

DISTRIBUTION TO REGISTRARS

When received at the Washington office of the Cooperative Study, the cards were all sorted according to institutions named and sent in April to the registrars of these institutions with an explanation of the purpose and method of the study. They were asked to furnish the information called for on the bottom half of the cards and to return them to the Washington office. Each registrar was also asked to furnish pertinent information concerning the grading system of his institution and, if possible, the average grade of the entire freshman class for the first quarter, first semester or first year.

Of the cards thus sent to the registrars, 15,833, or 94.3 per cent, were returned. Of the students named on these cards, it was reported that 12,899, or, allowing for duplicate cards, 85.3 per cent of the students, entered the institutions specified.

Institutions of "higher education" varied widely in character, including standard American universities and colleges, junior colleges, normal schools, hospitals, business colleges, technical institutes, schools of fine arts, Bible institutes, beauty schools, farm schools, radio schools, police schools, aviation schools, nautical schools, photographic schools, and schools for auctioneers and for embalmers. A classification of institutions entered by students, in nine groups, showing number of institutions and number and percentage distribution of students entering them, is shown in Table II.

It will be noted in Table II that 72 per cent of the students entered one of the first three groups of accredited colleges and universities and that only 706 students entered any of the 382 institutions included in the three last groups. This is an average of less than 2 students

TABLE II
NUMBER OF SECONDARY SCHOOL GRADUATES ENTERING VARIOUS
TYPES OF INSTITUTIONS OF HIGHER EDUCATION

TYPE	NUMBER OF INSTITU- TIONS	NUMBER OF STUDENTS ENTERING	PERCENTAGE DISTRIBUTION OF STUDENTS
1. Members of Association of American Universities.....	37	1,739	13.5%
2. Approved by Association of American Universities.....	226	4,463	34.6
3. Other regionally accredited colleges and universities.....	276	3,074	23.8
4. Other four-year institutions.....	194	890	6.9
5. Regionally accredited junior colleges and normal schools.....	83	1,003	7.8
6. Other junior colleges and normal schools.....	126	1,024	7.9
7a. Hospitals and nursing schools.....	183	228	1.8
7b. Business colleges.....	87	278	2.2
7c. Miscellaneous.....	112	200	1.5
	1,324	12,899	100.0

per institution, whereas in the first three groups the average is 17 per institution. The last three groups include almost 30 per cent of the schools listed but they enrolled only 5 per cent of the students.

NUMBER OF INSTITUTIONS ENTERED

The number of institutions entered by the graduates of any one secondary school varied widely. In the case of three schools, located in New England, the Middle West and the South, all of the graduates of both 1932 and 1936 who continued their education entered a single institution. In two of these the total number of graduates was small, four in one case and five in the other. In the third, however, the 39 graduates continuing their education all entered a single higher institution. At the other extreme is found a large Middle Western school, 465 of whose graduates entered no less than 113 different institutions. The median number of institutions entered by the graduates of a single secondary school was twelve. Details are shown in Table III.

TABLE III

NUMBER OF DIFFERENT HIGHER EDUCATIONAL INSTITUTIONS ENTERED
BY GRADUATES OF EACH OF THE 200 SECONDARY SCHOOLS

NUMBER OF HIGHER EDUCATIONAL INSTITUTIONS	NUMBER OF SECONDARY SCHOOLS
1- 4.....	25
5- 9.....	57
10- 14.....	49
15- 19.....	24
20- 24.....	7
25- 29.....	12
30- 39.....	15
40- 49.....	2
50- 59.....	3
60- 69.....	1
70- 79.....	3
80- 89.....	1
110-119.....	1
	200

TABLE IV

NUMBER OF GRADUATES FROM CLASSES OF 1932 AND 1936 WHO
ENTERED INSTITUTIONS OF HIGHER EDUCATION FROM
THE SPECIFIED NUMBER OF SECONDARY SCHOOLS

NUMBER OF GRADUATES	NUMBER OF SECONDARY SCHOOLS
1- 4.....	7
5- 9.....	19
10- 19.....	46
20- 29.....	31
30- 39.....	14
40- 49.....	15
50- 99.....	34
100-149.....	11
150-199.....	10
200-299.....	5
300-399.....	6
400-499.....	2
	200

NUMBER OF STUDENTS FROM EACH SECONDARY SCHOOL

The number of graduates entering higher institutions concerning whom information was received varied from a single student in a small Midwestern public school to 465 in a large public school in the

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS
744 Jackson Place, N.W., Washington, D.C.

REPORT ON SUCCESS OF GRADUATES WHO ENTERED HIGHER INSTITUTIONS

School _____ Location _____ Per Cent _____
Cards sent to registrars _____ Returned by registrars _____ Returned _____
Number of institutions from which cards were returned _____

I. REPORT ON CARDS RETURNED BY REGISTRARS
OF HIGHER INSTITUTIONS

Students who did not enter the institution _____
Students who entered the institution _____
Students who graduated from the institution _____
Students still in residence in the institution _____
Students who withdrew primarily for poor scholarship _____
Students who withdrew for other reasons _____
Number above average of freshman class in scholarship _____

1932 Class	1936 Class	Total

II. PERCENTILE RANK AMONG THE 200 SCHOOLS IN THREE SIGNIFICANT MEASURES

Measure	Percent	File Rank	Weight	Weighted File
Percentage of students who passed more than 75% of work during the first year			40	
Average percentage of hours of work failed during the first year			30	
Percentage of students with grades above the freshman average			30	
Total Weighted Score				
Percentile Rank (based on Total Weighted Score)				

III. SUPPLEMENTARY REPORT ON GRADUATES ENTERING
CERTAIN TYPES OF INSTITUTIONS, WHEN THE
NUMBER ENTERING ANY ONE TYPE WAS TEN OR MORE

- A. Regionally accredited college or university
B. Other four-year college or university
C. Junior colleges and normal schools
D. Business colleges
E. Hospitals, nursing schools, etc.

1/	2/	3/	4/

1/Number of students; 2/Percentage of students who passed more than 75% of their work during the first year; 3/Average percentage of hours of work failed during the first year; 4/Percentage of students with grades above the freshman average.

Fig. 3

same region. A distribution of the number of graduates, totaling 12,899 in the 200 schools, who actually entered higher institutions from the classes of 1932 and 1936 and whose subsequent records were secured, is shown in Table IV. These are the students with whom subsequent results in this paper are concerned.

SUMMARIES OF REPORT ON SUCCESS

To each of the cooperating schools an individual report has been sent on a form which is reproduced as Figure 3. A summary of the information under Section I of this blank, for the entire group of schools, private and public schools being reported separately, is given in Table V.

TABLE V

REPORT ON ACADEMIC SUCCESS OF STUDENTS FOR WHOM
CARDS WERE RETURNED BY REGISTRARS OF HIGHER
EDUCATIONAL INSTITUTIONS

GROUP	ALL SCHOOLS (200)			PUBLIC (168)			PRIVATE (32)		
	Total	1932 class	1936 class	Total	1932 class	1936 class	Total	1932 class	1936 class
Students who did not enter the higher institution.....	2,229	1,247	982	2,051	1,148	903	178	99	79
Students who entered the higher institution.....	12,899	6,279	6,620	10,976	5,322	5,654	1,923	957	966
Percentages of entrants:									
Graduated.....	19.1	38.6	0.6	18.5	37.5	0.7	22.4	44.8	0.3
Still in residence.....	51.8	13.2	88.5	52.1	13.6	88.4	50.2	10.8	89.3
Withdrawn primarily for poor scholarship	7.0	10.5	3.6	6.5	9.6	3.5	9.6	15.4	3.8
Withdrawn for other reasons.....	22.1	37.7	7.3	22.9	39.3	7.4	17.8	29.0	6.6
Above average in scholarship.....	53.0	54.5	51.6	54.0	55.9	52.2	47.6	47.1	48.1

It will be noted that for the entire group of 15,128 graduates for whom reports were received from the registrars, 12,899 or 85 per cent actually entered the institutions; 15 per cent did not. For the private school graduates the entrance record is higher, with 92 per cent; for the public school graduates, 84 per cent.

When the data were furnished, 71 per cent of the entire group had graduated or were still in residence, presumably pursuing courses leading to graduation, the private school percentage being slightly higher than that for public schools. Ten per cent of the private school

graduates had withdrawn primarily for poor scholarship, while 7 per cent of those entering from public schools withdrew for the same reason. On the final measure shown in Table V, 54 per cent of the public school graduates made scholastic records in their first year equal to or above the freshman average of the higher institutions in which they were enrolled, while less than 48 per cent of the private school graduates did so.

TABLE VI
STUDENTS OF THE CLASS OF 1932 GRADUATING FROM HIGHER EDUCATIONAL INSTITUTIONS OR WITHDRAWING FROM THEM FOR POOR SCHOLARSHIP

TYPE OF INSTITUTION	NUMBER OF ENTRANTS	GRADUATED		WITHDREW FOR POOR SCHOLARSHIP	
		Number	Per cent of entrants	Number	Per cent of entrants
1. Members of Association of American Universities.....	881	349	39.6	100	11.3
2. Approved by Association of American Universities.....	2,219	782	35.2	252	11.4
3. Other regionally accredited colleges and universities.....	1,557	547	35.1	172	11.0
4. Other four-year institutions....	412	147	35.7	38	9.2
5. Regionally accredited junior colleges and normal schools.....	455	219	48.1	45	9.9
6. Other junior colleges and normal schools.....	439	210	47.8	34	7.7
7a. Hospitals and nursing schools...	119	69	58.0	7	5.9
7b. Business colleges.....	112	53	47.3	6	5.4
7c. Miscellaneous.....	85	49	57.6	4	4.7
Total.....	6,279	2,425	38.6	658	10.5

If attention is fixed for a moment upon the graduates of the class of 1932, all of the members of which would normally have finished a four-year college course before the study was made in the spring of 1937, it is seen that only 39 per cent had actually graduated, while 13 per cent were still in residence, the student mortality thus amounting to almost 50 per cent. The record for survival is slightly better for the graduates of the private schools than for those of the public schools.

It is worth while to report separately for the nine classes of institutions used in Table II the data on graduation and withdrawal for poor scholarship for the 6,279 secondary school graduates of the class of 1932 who entered other institutions. This is done in Table VI.

In the first four groups of institutions, requiring four years for graduation, the proportion graduating is somewhat over a third of the entrants; in the last five groups, usually requiring not over two years for graduation, the proportion is almost half of the entrants. Those withdrawing for poor scholarship amount to 11 per cent of the entrants for the four-year institutions and to 8 per cent for the others.

THREE SIGNIFICANT INDICES

As the most significant indices of success of a school's product, three measures were used: (1) Percentage of students who passed more than 75 per cent of their work in college during the first year or semester of their attendance; (2) average percentage of hours of work failed during the same first year or semester; and (3) percentage of students whose grades were equal to or above the freshman average in the institution attended. Forms for reporting these are shown in Section II of Figure 3. Data for the first two measures could be computed directly from the information furnished. Not all the registrars, however, furnished the information requested concerning the freshman average. In cases where this was missing, it was estimated on the basis of the available cards. Thus, if a particular college sent back 75 cards for students from 20 different high schools, the average grade of these 75 students was taken as the best estimate of the freshman average for the college.

Comparative results for these three significant measures are shown on a series of thermometer scales which are reproduced as Figure 4.² The Cooperative Study has adopted this graphic device for indicating "educational temperatures" as the best simple method for showing a school's comparative standing with reference to the rest of the 200 schools, and also in comparison with other schools of its size, type, accredited status and geographical location. Each school is receiving this spring a book containing approximately 150 similar thermometers showing its absolute and relative standing on significant measures.

The left side of each thermometer is a percentile scale, graduated from 0 to 100; the right side is a special scale adapted to the feature under consideration. Thus the first thermometer in Figure 4 shows the percentage of students who passed more than 75 per cent of their

²The seven schools with fewer than five graduates each, as shown in Table IV, have been omitted from the computation of all averages and norms in which the school is treated as a unit.

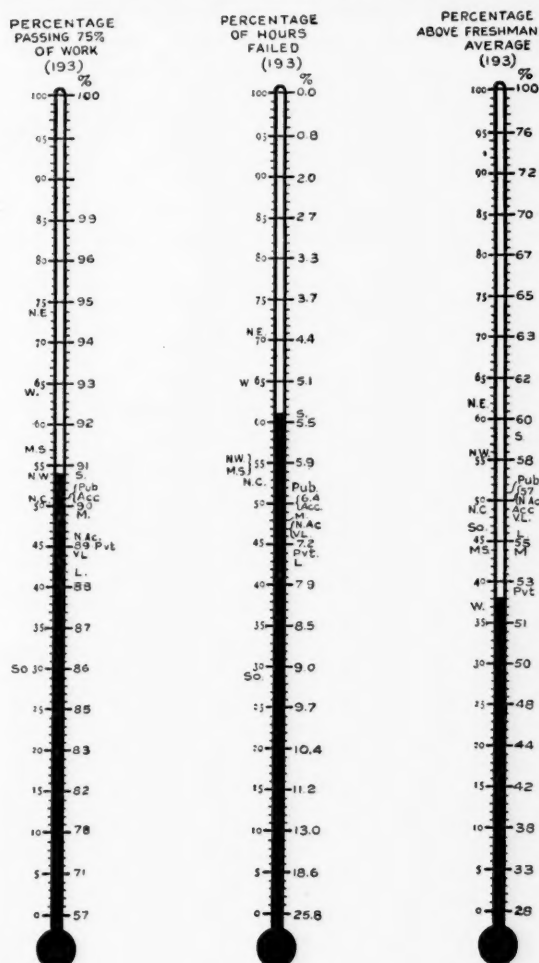
work during their first semester or first year. The thermometer is filled to a point to correspond to a school's standing in the feature mentioned. The national norm is, of course, the 50-percentile point. Regional, size, type and accreditation norms have also been computed and are indicated by appropriate symbols on the scale, regional norms being placed on the left side and the others on the right. Figure 4 shows the actual "educational temperatures" for a very large, accredited, public school in the North Central Association. The first thermometer shows that approximately 91 per cent of the graduates of this school passed more than 75 per cent of their work during their first semester or first year; that this is equal to or better than the record on the same measure of 54 per cent of the schools studied; that it is three points better than the record of all schools measured in the North Central Association (NC); that it is ten points better than the record of very large schools (VL); that it is three points better than the record of all public schools (Pub.); and that it is also three points better than the record of all accredited schools (Acc.). Similar information concerning this school is shown on the other two thermometers.

The parallel scales reveal the situation in general. Thus the second thermometer shows that if a particular school's graduates fail only 3.3 per cent of their work, this is equal to or better than the record of 80 per cent of the schools studied; if they fail 9.0 per cent of their work, however, this is equal to or better than the record of only 30 per cent of the schools studied, etc. A comparison of the 0-percentile and 100-percentile points on each thermometer shows the range. Thus in the school with the best record (as shown on the first thermometer), its graduates passed 75 per cent of their work, while in the poorest school only 57 per cent of its graduates did so. The second thermometer shows that in the school with the best record, none of its graduates failed in any of their work during the first year, while in the school having the poorest record its graduates failed 25.8 per cent of their work. From the third thermometer it is evident that the percentage of students above the freshman average in the institutions they entered varied from 100 per cent in the secondary school with the best record to only 28 per cent in the one with the poorest record.

COMPARISONS OF GROUPS OF SCHOOLS

On each of these three measures it will be noted that the "educational temperature" of the group of public schools is distinctly higher

FIG. 4. "EDUCATIONAL TEMPERATURES" OR MEASURES OF COLLEGIATE SUCCESS ON THREE FACTORS FOR GRADUATES OF 193 SECONDARY SCHOOLS



KEY:

Regional Associations
 N.E. New England
 M.S. Middle States
 N.C. North Central
 So. Southern
 N.W. Northwest
 W. Western

Type
 Pub. Public
 Pvt. Private

Size
 V.L. Very large (Over 1000)
 L. Large (500-999)
 M. Medium (200-499)
 S. Small (Below 200)

Accreditation
 Acc. Accredited
 N.Ac. Non-Accredited

than that of the private schools. The difference is the most marked on the percentile basis in the case of the third measure—percentage of students with grades above the freshman average.

The percentile scores for the weighted composite of the three measures show the same type of superiority for the public schools, with an average percentile rating of 51 as compared with 43 for the private schools.

The 32 private schools are distributed as follows on the composite scale:

<i>Percentile range</i>	<i>Number of schools</i>
90-100	2
80-89	4
70-79	3
60-69	5
50-59	1
40-49	1
30-39	3
20-29	4
10-19	3
0-9	6
	<hr/> 32

Where normally three schools would be expected in each group, if uniformly distributed, we find instead twice that number in the lowest group. It is surprising to note, also, that five of the lowest six are schools which on other measures rank very high. The percentile ratings of these five schools as made by the visiting committees on the basis of general judgment were 95, 88, 72, 72 and 60. The ratings on college success of their graduates, however, for the same schools in the same order were 1, 5, 2, 3 and 4! These five schools are found in three of the six regional areas studied. They are primarily college preparatory schools, having sent from 54 to 97 per cent of their graduates to higher educational institutions over a period of four years. Such a surprising situation calls for some explanation. Is the work they are doing really inferior in grade? Are they recommending too large a proportion of their graduates for college? Are they advising them to go to institutions whose standards are so high that they cannot make good in them? Some light on these questions is afforded by a comparison of the five³ private schools at the bottom

³The sixth school in the lower group sent only two graduates to college and therefore is one of the seven schools omitted from detailed consideration, as explained in an earlier footnote.

of the list with the six at the top. These may be summarized as follows:

	<i>Six schools with best college records</i>	<i>Five schools with poorest college records</i>
Number entering other institutions	192	369
Average percentage of graduates entering other institutions	73%	69%
Percentage of total entrants going to accredited colleges and universities	84%	95%
General quality of the schools as judged by the visiting committees (average of percentile ratings)	53	77
Collegiate success of the schools as measured by three measures described in this article (average percentile ratings)	88	3

The schools with the poorer collegiate ratings tend to send a somewhat larger proportion of their graduates to accredited institutions, where presumably the standards are somewhat higher, but the difference is not great, and is offset, in part, by the fact that a smaller proportion of their graduates go to any institution. In any case, the differences are slight and do not begin to account for the marked differences in ratings shown by the visiting committees and collegiate records. It should be said that the committees were rating the schools on general excellence not exclusively as college preparatory schools. It would appear that some of the really superior schools are not doing a satisfactory piece of guidance but in many cases are encouraging their graduates to enter higher educational institutions in which their probability of failure is relatively high. Graduates of these five distinctly superior private schools (as judged by the visiting committees) failed the following percentages of their total college work during their first year in college: 12%, 16%, 17%, 20%, and 23%. The school with a failure record of 23 per cent was rated 95 by the visiting committee.

Further light is thrown on this question by the computation of an average quality score for the higher institutions entered by the graduates of the different schools. This has been done by assigning weights from 1 to 7, as given in Tables II and VI, for seven different types of institutions. These weights have been used for each individual pupil to find an average "level of excellence" for the institutions entered by the graduates of each school. A marked difference is shown in the average type of institution which graduates of the different schools entered. At one extreme is a large public school whose stu-

dents entered institutions with an average level of excellence of 1.2—that is, almost all of them entered institutions which are members of the Association of American Universities. At the other extreme is another public school whose graduates entered institutions with an average level of excellence of 5.9—practically that of unaccredited junior colleges and normal schools. The average level of excellence for institutions of higher education entered by graduates of the 193 schools, at ten percentile intervals, is as follows:

<i>Percentile rank</i>	<i>Average excellence of institutions entered by graduates</i>
100	1.2
90	2.2
80	2.6
70	2.8
60	3.0
50	3.3
40	3.4
30	3.7
20	4.1
10	4.6
0	5.9

Eight of the highest ten schools are private schools, including three of the five mentioned above as rating very low in collegiate success of their graduates. The fourth ranked 22 and the fifth 41 among the 193. The discrepancy between committee ratings and collegiate records, therefore, seems to be partly explained by this factor. It may still be questioned, however, whether an individual school should be considered a really "good" school which encourages its graduates to enter institutions whose standards are so high that the percentage of failure is as abnormally large as indicated above. Is it not better for a student to succeed in an institution whose standards are lower than to fail in one whose standards are higher? The data above suggest the need for more discriminating and selective guidance in some of the private schools which are prevailingly college preparatory in character. It should be noted, moreover, that the Pearson product-moment correlation between the composite of the three measures of success summarized in Figure 4 and the average type of college attended is only 0.17 ± 0.05 . This is an indication that, for the country as a whole, there is little or no relation between level of excellence of higher educational institutions and degree of success in them. It would seem, therefore, that the program of educational guidance functions fairly successfully inasmuch as students in general are enter-

ing institutions most appropriate to their level of ability and preparation.

Table VII show the average "level of excellence" of the institutions entered by graduates of the 193 schools when these schools are grouped by type, by region, by size and by accreditation.

TABLE VII
AVERAGE LEVEL OF EXCELLENCE OF INSTITUTIONS ENTERED
BY GRADUATES OF SECONDARY SCHOOLS, BY TYPE,
REGION, SIZE AND ACCREDITATION

GROUP	NUMBER OF SCHOOLS	AVERAGE LEVEL OF EXCELLENCE*
Type		
Private.....	30	2.8
Public.....	163	3.4
Region		
Middle States.....	23	3.0
Northwest.....	17	3.2
Southern.....	41	3.2
North Central.....	85	3.4
Western.....	8	3.6
New England.....	19	3.7
Size		
Very large (Over 1000).....	28	3.0
Large (500-999).....	31	3.3
Medium (200-499).....	65	3.4
Small (Below 200).....	69	3.5
Accreditation		
Non-Accredited.....	20	3.2
Accredited.....	173	3.3

* The lower the tabular entry, the higher the institutional level of excellence.

The private secondary schools tend to send their graduates to a higher level of advanced educational institutions than do the public schools. The larger the secondary school, the higher the level of advanced institution its graduates enter. The graduates of non-accredited secondary schools enter a slightly higher level of advanced institution than do those of accredited schools.

OTHER COMPARISONS

When the thermometers of Figure 4 are studied from the standpoint of regional associations in which the contributing secondary schools are located, the New England schools rank distinctly highest in all three measures. The schools of the Southern area are lowest in two of the measures, and those of the Western area (California) are lowest in the third.

When size is considered, the smaller schools make distinctly better records in all three measures than do the large schools.

The accredited schools make a record slightly superior to that of the non-accredited schools on the first two thermometers, but not on the third. The differences, even on the first two, are scarcely great enough, however, to warrant the conclusion that the graduates of the non-accredited schools are not quite as likely to be successful in college as those of the accredited schools. The data on Table VII indicate that the graduates of the non-accredited schools are entering colleges whose standard of excellence is even higher than that of those entered by the graduates of accredited schools.

The scales on the right of each of the three thermometers of Figure 4 constitute convenient tables of percentile norms at five-percentile intervals, for the three features measured. These enable other schools, which may compile data similar to that used for any of the three thermometers, to evaluate their own schools in terms of the entire group of 193 typical schools and of various sub-groups of these schools.

The striking differences revealed in this study between records of college success and committee judgments on the general quality of the schools, the slight differences between the records of graduates of accredited and non-accredited schools, and other features as well raise some question as to the validity of college success as a basis for accreditation of secondary schools. Judgment on this question, however, must be suspended until all phases of the Cooperative Study have been completed and resultant comparisons made.

—Volume 13, Number 3

CHARACTERISTICS OF STUDENTS WITH ENTRANCE DEFICIENCIES

D. D. FEDER

THE MAJORITY of American colleges and universities still specify a definite pattern or array of courses pursued in high school as requisite for entrance. This demand is based upon the assumption that such preparation is essential for success in college work. Studies of college achievement, however, have revealed that the pursuit of a particular subject in high school is no guarantee of success in the study of that subject in college. The number of students whose records show the accomplishment of the prescribed high school courses, yet who fail to do work of quality acceptable toward graduation, casts serious doubt upon the meaningfulness of the subject matter entrance requirements in the prediction of college success.

Of the students who apply for admission to the College of Liberal Arts of the University of Iowa each year, between 10 per cent and 12 per cent do not present all of the proper high school units required for unconditional admission. These are admitted, however, under certain special regulations. If the deficiency is in one of the required subjects, the student must register for the course in the University high school, substituting the subject for one four-semester-hour course but not receiving credit toward graduation. If the deficiency is in an elective subject, it may be removed by taking extra hours beyond the usual graduation requirement.

The present study was undertaken to determine the nature and performance of these students who, although high school graduates, were presumably not correctly prepared to undertake college work. To insure reliability, data were secured on students who entered the University of Iowa as freshmen during the years 1926-30 inclusive.

Because of the marked similarity of the data from year to year, the five years have been combined into a single table (Table I) to show the nature and distribution of entrance deficiencies. The highest frequency of entrance deficiencies is in the free elective subjects, with the required electives and plane geometry running second and third respectively. Social science, required in the high school curriculum by statute has the lowest frequency. In all the subjects the peak frequencies in terms of amount were for one-half and one unit.

TABLE I
DISTRIBUTION OF STUDENTS' ENTRANCE DEFICIENCIES BY SUBJECTS
AND AMOUNTS FOR THE YEARS 1926-1930 INCLUSIVE

	*ELECTIVES 5 PRINCIPAL GROUPS	FREE ELECTIVES	ALGEBRA	PLANE GEOMETRY	ENGLISH	SOCIAL SCIENCE	TOTAL
2.6+	13	8	0	0	0	0	21
1.6-2.5	33	20	0	0	2	0	55
1.1-1.5	33	17	0	0	1	2	53
1.0	38	58	18	97	8	3	222
.6-.9	6	26	0	1	3	1	37
.5	63	69	16	14	18	18	198
.0-.4	9	25	2	1	5	0	42
Total	195	223	36	113	37	24	628

* The five groups are English, Social Studies, Mathematics, Foreign Languages and Natural Sciences.

Table II contains percentage frequency distributions of the deficient students' percentile ranks on the Iowa Qualifying Examinations.¹ It is obvious that in each year the majority of deficiency students falls far below the general average in ability. In every case the medians

TABLE II
RANK ON FRESHMAN QUALIFYING EXAMINATIONS OF STUDENTS
WITH COLLEGE ENTRANCE DEFICIENCIES

PERCENTILE	1926 %	1927 %	1928 %	1929 %	1930 %
90-99	6.3	3.6	5.0	6.3	5.2
80-89	6.3	6.0	5.0	4.2	7.3
70-79	5.3	7.2	13.0	7.3	4.2
60-69	4.2	6.0	10.0	7.3	4.2
50-59	9.5	13.3	7.0	7.3	5.2
40-49	6.3	7.2	10.0	8.3	10.4
30-39	9.5	14.5	11.0	17.7	13.5
20-29	15.8	15.6	12.0	14.6	13.5
10-19	18.0	12.1	15.0	17.7	13.5
0-9	19.0	14.5	12.0	9.3	23.0
Total	100.0	100.0	100.0	100.0	100.0
N	95	83	100	96	96
Median	29	35	40	35	30

of these groups are considerably below the 50th percentile—the median of the entire group.

¹ Although the composition of these examinations varies somewhat from year to year, the tests of high school achievement, English training and reading comprehension are standard. Taken together this battery of tests yields a highly reliable measure of aptitude for college work.

Since the deficiency groups were markedly inferior to the class as a whole in scholastic aptitude, to compare the former group with randomly selected samples would obviously bias the results against the deficiency groups. Therefore, each group in Table I was matched, student for student, in terms of sex and percentile rank on the Freshman Qualifying Examinations, with a group of students admitted in the same year, but without entrance deficiencies. All subsequent comparisons are made in terms of these "matched" groups.

In Table III are presented the first and second semester grade point averages of the deficiency and non-deficiency groups. In the first semester the non-deficiency groups show slightly better averages. However, in the second semester the deficiency groups exceeded the others in two of the five years studied. The largest observed difference between the means of the groups (.29 in 1930) is slightly more than one-fourth of a grade point.² Except for this difference the second semester difference, and the first semester 1926 difference, all the other mean differences in achievement are so small as to be negligible.

Although most of the differences are small, there is a tendency toward greater variability in achievement among the deficiency groups. Due to mortality during and at the end of the first semester, the makeup of the groups changed slightly, resulting in a slight ability advantage for the non-deficiency groups. Despite this advantage, however, a slight but consistent gain in achievement is to be noted for the deficiency groups in the second semester.

Table IV summarizes the attendance records of the deficiency and non-deficiency groups for the five years. There is a rather marked tendency for more non-deficiency students to attend the University for a longer time. It is interesting to note in this table that nearly all of the distributions are bimodal and that the modes occur most frequently at two and eight semesters for the non-deficiency groups, while for the deficiency groups the modes are most frequently at two and four semesters.

The significance of this difference is emphasized by the data in Table V. There is a striking difference in number of degrees received by the respective groups. In every year a higher percentage of non-deficiency students completed the work toward a degree. In general the proportion of each degree is fairly constant from year to year.

² The grades and their point equivalents are as follows: A = 4; B = 3; C = 2; D = 1; Fd. = 0.

TABLE III
FIRST AND SECOND SEMESTER GRADE POINT AVERAGES OF DEFICIENCY AND NON-DEFICIENCY GROUPS

	1926				1927				1928				1929				1930			
	Sem. I		Sem. II		Sem. I		Sem. II		Sem. I		Sem. II		Sem. I		Sem. II		Sem. I		Sem. II	
	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.	A.M.	S.D.
*D	1.55	.79	1.76	.69	.83	1.88	.69	.62	1.98	.65	.72	1.88	.84	1.72	.84	1.88	1.58	.75	1.89	.74
*N	1.77	.74	1.93	.70	.72	1.79	.75	.70	1.94	.64	.64	1.87	.63	1.80	.63	1.87	1.87	.71	1.93	.70
Diff.	-.22	.05	-.17	.01	.11	-.06	-.06	-.03	-.08	.04	.01	.01	.01	-.08	.21	.01	-.29	.04	-.04	.04
PE diff.	.07	.05	.07	.05	.06	.07	.06	.05	.05	.07	.05	.07	.05	.06	.05	.07	.06	.05	.07	.06
D	-3.14	1.00	-2.43	-.20	-.71	1.83	-.86	-.60	-.57	.20	-.60	-.60	-1.33	4.20	.14	.20	-3.17	.80	-.57	.67
PE diff.																				

* D=Students who had college entrance deficiency.

* N=Students who did not have college entrance deficiency.

TABLE IV
NUMBER OF SEMESTERS COMPLETED BY DEFICIENCY
AND NON-DEFICIENCY GROUPS

SEMESTERS COMPLETED	1926		1927		1928		1929		1930	
	D %	N %	D %	N %	D %	N %	D %	N %	D %	N %
0	7.4	4.2	8.4	3.7	6.0	9.0	9.5	6.3	8.3	6.3
1	9.5	15.7	18.1	6.0	12.0	9.0	12.6	9.5	16.7	9.4
2	21.0	26.3	20.5	16.9	16.0	19.0	29.4	21.1	27.0	27.0
3	9.5	4.2	6.0	10.8	7.0	5.0	8.4	4.2	9.4	6.3
4	23.1	6.3	15.7	14.5	21.0	12.0	11.6	14.7	9.4	18.8
5	4.2	2.1	2.4	2.4	0.0	2.0	6.3	4.2	2.1	4.2
6	5.3	7.4	8.4	7.2	4.0	10.0	2.1	12.6	7.3	8.3
7	3.2	3.2	3.6	7.2	4.0	5.0	3.2	4.2	3.1	5.2
8	10.4	26.3	12.1	27.7	23.0	23.0	13.7	15.8	10.4	13.5
9	4.2	3.2	2.4	2.4	4.0	4.0	2.1	6.3	4.2	1.0
10	1.1	1.1	2.4	1.2	2.0	2.0	1.1	1.1	2.1	
11	1.1				1.0					
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	95	95	83	83	100	100	95	95	96	96
Mean	3.9	4.3	3.7	4.9	4.5	4.6	3.0	4.4	3.5	3.8

The essential purpose of employing "matched" groups in this study was to control the effects of all but one of the chief conditioning factors, leaving the matter of college entrance credits to act as the main causative variable. However, it appears from Tables VI, VII, and

TABLE V
DEGREES RECEIVED BY DEFICIENCY AND NON-DEFICIENCY GROUPS

YEAR	D		N		DIFF.
	N	%	N	%	
1926	20	21.1	32	33.7	12.6
1927	23	27.7	32	38.6	10.9
1928	27	27.0	35	35.0	8.0
1929	12	12.6	24	25.3	12.7
1930	8	8.3	17	17.7	9.4

VIII, which follow, that there are certain characteristics of the deficiency group which indicate that such students represent a rather unique sampling with very special problems.

Table VI reveals that the deficiency students in each year are older than the non-deficiency group. The evidence of central tendency yielded

TABLE VI
AGE AT ENTRANCE DISTRIBUTION OF DEFICIENCY
AND NON-DEFICIENCY GROUPS

AGE	1926		1927		1928		1929		1930	
	D %	N %	D %	N %	D %	N %	D %	N %	D %	N %
16		2.1	3.6	4.8		1.0	1.0	4.2		3.1
17	8.4	21.1	9.6	13.3	14.0	18.0	8.3	20.7	13.5	15.6
18	21.1	20.0	24.1	25.3	23.0	28.0	24.0	29.2	15.6	35.4
19	26.3	28.4	28.9	32.5	22.0	23.0	29.2	20.8	21.9	21.9
20	13.7	10.5	15.7	14.5	16.0	22.0	13.5	9.4	22.9	9.4
21	8.4	10.5	8.5	6.0	12.0	5.0	11.5	7.3	13.5	7.3
22	6.3	4.2			5.0	2.0	3.1	6.3	6.3	4.2
23 and over	15.8	3.2	9.6	3.6	8.0	1.0	9.4	2.1	6.3	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	95	95	83	83	100	100	96	96	96	96
Mean	19.7	18.9	19.2	18.7	19.4	18.8	19.4	18.7	19.5	18.7

by the means is supported by the percentage distributions of the groups.

From Table VII it will be noted that the average interval between high school and college is greater for the deficiency groups. Again the measures of central tendency are not quite as meaningful as the

TABLE VII
INTERVAL BETWEEN HIGH SCHOOL GRADUATION AND COLLEGE
ENTRANCE FOR DEFICIENCY AND NON-DEFICIENCY GROUPS

YEARS OUT	1926		1927		1928		1929		1930	
	D %	N %	D %	N %	D %	N %	D %	N %	D %	N %
0	51.6	65.2	47.1	56.7	53.0	58.0	47.9	59.3	39.5	65.6
1-1½	20.0	17.9	27.7	24.1	28.0	22.0	25.1	22.9	30.2	14.6
2-2½	8.4	8.4	9.6	10.8	9.0	12.0	12.5	9.4	16.7	11.5
3-3½	9.5	3.2	9.6	3.6	3.0	4.0	7.3	4.2	4.2	2.1
4-4½	2.1	1.1	3.6	2.4	3.0	2.0	1.0	2.1	5.2	3.1
5 and over	8.4	4.2	2.4	2.4	4.0	2.0	6.2	2.1	4.2	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	95	95	83	83	100	100	96	96	96	96
Mean	1.66	.89	1.34	.89	1.03	.92	1.48	.91	1.35	.81

actual percentages, which show a much larger proportion of non-deficiency students coming directly to college from high school.

It is interesting to note from Table VIII that a large percentage

TABLE VIII
TYPES OF HIGH SCHOOLS ATTENDED BY DEFICIENCY
AND NON-DEFICIENCY GROUPS

TYPE	1926		1927		1928		1929		1930	
	D %	N %	D %	N %	D %	N %	D %	N %	D %	N %
A	44.2	23.2	38.6	34.9	40.0	35.0	40.6	30.2	44.9	40.6
B	16.8	23.2	16.9	15.7	10.0	20.0	17.7	26.0	17.7	18.8
C	7.4	22.1	6.0	22.9	8.0	14.0	3.1	18.8	3.1	15.6
D	2.1	13.7	4.8	6.0	4.0	10.0	1.0	6.3	0.0	6.3
P	1.1	1.1	0.0	4.8	3.0	1.0	1.0	2.1	1.0	3.1
O	28.4	16.7	33.7	15.7	35.0	20.0	36.6	16.6	33.3	15.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	95	95	83	83	100	100	96	96	96	96

Explanation of Types of High School

A=Enrolment 401 and above

D=Enrolment 1-65

B=Enrolment 126-400

P=Parochial

C=Enrolment 66-125

O=Out of State

of the deficiency students come from the larger high schools both of Iowa and other states. This suggests the possibility that such students had access to more varied curricula than did those who attended the smaller high schools. Thus their patterns of subject matter did not conform so well to the restrictions imposed by the University's entrance requirements.

TABLE IX
FIRST AND SECOND SEMESTER PREDICTION COEFFICIENTS
FOR DEFICIENCY AND NON-DEFICIENCY GROUPS

YEAR	SEMESTER I				SEMESTER II			
	D		N		D		N	
	r	PE _r	r	PE _r	r	PE _r	r	PE _r
1926	.38	.06	.63	.04	.46	.06	.45	.06
1927	.59	.05	.55	.05	.57	.06	.51	.06
1928	.51	.05	.48	.05	.36	.07	.48	.06
1929	.57	.05	.49	.05	.33	.07	.37	.06
1930	.58	.05	.58	.05	.57	.05	.39	.07

The correlations between qualifying examination scores and grade point averages, presented in Table IX, indicate some fluctuation from year to year in the predictive efficiency of the test battery. First semester coefficients are higher and more stable than those for the second

semester. The differences between the two groups are not large enough nor consistent enough in trend to warrant much generalization as to the effects of the differences in educational backgrounds of the two groups.

SUMMARY AND CONCLUSIONS

1. Students who enter the State University of Iowa with college entrance deficiencies constitute a group of much lower average ability as measured by the Iowa Qualifying Examinations than do the normal entering class.

2. As compared with non-deficiency students of similar college aptitude, students who present deficiencies:

- (a) achieve approximately as well in terms of grade point average in the first year;
- (b) do not stay in school as long, nor do as many obtain degrees;
- (c) are, on the average, considerably older at time of entrance;
- (d) have, on the average, been out of school for a longer period between high school and college;
- (e) come in larger numbers from the large city high schools and out-of-state schools;
- (f) do not differ markedly or consistently in the predictability of their achievement.

3. The lack of certain high school subjects cannot alone be held responsible for the slightly poorer showing in college of the deficiency group. It appears that many of them do not have the original intention of going to college and therefore do not point their study toward it. The high mortality may indicate that college is a rather temporary stopping place for many in the deficiency group.

The inferior showing of the deficiency group on the Iowa Qualifying Examinations is probably due to a combination of factors to which innate ability, the quality of high school instruction they have received, and the longer average interval away from scholastic work have contributed. To set a rigid line of demarcation excluding from college prospective students with deficiencies in college entrance credits might slightly raise the quality of the entering class, but it would also exclude a considerable number who prove to be excellent college material even under the present organization.

Even more significant than the performance of the entrance de-

ficiency group is the fact that the non-deficiency groups, having all the prerequisites for college entrance, but having no markedly greater ability as a result, showed no meaningful differences in achievement.

The arbitrary entrance standards do not take into account the fact that the group who come with deficiencies also differ widely in other significant characteristics. Therefore, it does not seem reasonable to suppose that their attitudes or purposes in coming to college are exactly like those of the non-deficiency students.

The foregoing data suggest that the entrance deficiency students constitute an unique group and that the solution of their educational problems lies not in exclusion but in differential guidance to meet the interests, needs, and abilities of the individual students.

—Volume 13, Number 3

CANADIAN SECONDARY SCHOOL CERTIFICATES

K. P. R. NEVILLE

AT THE 1924 meeting of the A.A.C.R. in Chicago it was my privilege to attempt to summarize the educational procedure of the several Provinces of Canada at the High School and the one-year Junior College levels. While it is notorious that, for all the bluster and jargon-juggling that fills the air, education is depressingly conservative, it has been suggested that in fourteen years in Canadian education sufficient changes must have occurred to make it rational to undertake a review of the data available in 1938. The result, submitted herewith, has been gleaned from the publications of the Department of Education of each of the nine Provinces, from personal letters from officials in these departments, from calendars of the various universities and from first-hand knowledge of practices and procedures obtaining.

A very important change in system was introduced in the Maritime Provinces in 1931, namely a common examining board at the college entrance level for Nova Scotia, Prince Edward Island and New Brunswick. The colony of Newfoundland co-operates with these three Provinces. This common examining board is composed of representatives of the universities and of the Departments of Education of the Maritime Provinces, of the Department of Education of Newfoundland, and of the private secondary schools of these same areas. Each unit in the board sends one or more representatives to an annual meeting. A permanent secretary carries on throughout the year under the direction of an executive committee. This secretary returns to the Department of Education of its several members the results of the common examinations written by the candidates of its constituency, and from these departments an official statement of results goes out to each candidate who has "sat for" the examinations. Nothing except these departmental certificates is valid: no principal's certificate passes current in this area any more than does a principal's certificate in any other section of the Dominion. Under certain conditions, however, the school examination results will be accredited and the candidate who has met these conditions, when certified to the provincial Department of Education by a secondary school inspector, will be absolved from the necessity of actually writing the common board's papers. But the

same certificates will go forward to the pupils which would have been theirs had they written and passed the actual papers set under the board.

Nova Scotia. In Nova Scotia a Grade XI certificate in seven subjects is the minimum for admission to the University. The subjects offered in this grade in the High School are English, History (Canadian and Ancient), French, Latin, Greek, Spanish, Science (Physics and Chemistry), Mathematics (Algebra and Geometry), Economics, Music, Art, commercial and agricultural subjects. A full year's work in Grade XI consists of English, History and not less than three electives. If only three electives are chosen, not more than two can be foreign languages. The passing mark is 50. Grade XII subjects are English, Social Problems, Latin, Greek, French, German, Spanish, Physics, Chemistry, Botany, Mathematics (Algebra, Geometry, Trigonometry), History (General), Music, Art, handicrafts, commercial subjects, agricultural subjects, with a full year's work consisting of English, Social Problems and any three electives, with the provision that if only three electives are taken not more than two shall be foreign languages and not more than two shall be scientific subjects. These Grade XII subjects, to the total of five, will cancel corresponding subjects of the first year in university courses in Arts.

In entrance units the Grade XI subjects might be equated as follows: English, 3; Latin, 3; French, 3; German, 2; Greek, 1; Spanish, 1; Ancient History, 1; Canadian History, 1; Algebra, 1 to 1½; Geometry, 1; Physics, 1; Chemistry, 1; Economics, 1; Art, 1; Music, 1; commercial subjects, 1; agricultural subjects, 1. The Physics and Chemistry are taught a half-year each, but they are preceded in Grades IX and X by sufficient science to warrant the above weighting.

In undergraduate semester hours the Grade XII subjects may be valued thus: English Literature, 4; Composition, 2; Latin, 6; Greek, 6; French, 6; German, 6; Spanish, 6; History, 6; Economics, 6; Algebra, 3; Geometry, 3; Trigonometry, 2; Botany, 3; Physics, 3; Chemistry, 3; Social Problems, 6. The full year's work should reduce an undergraduate program in Arts by one year. Certain other subjects may be accepted in lieu of the first year corresponding work in various professional faculties.

Prince Edward Island. In Prince Edward Island there has been very little change since 1924. All of the courses through Grade X are taught in each of the provincial schools. Grades XI and XII are taught in Prince of Wales College and Normal School, Charlottetown, and

in the High Schools of Summerside and Montague. Two convent schools under the Congregation of Notre Dame, viz: Notre Dame Academy, Charlottetown, and St. Mary's Academy, Summerside, also give secondary school work. In the Prince of Wales College the work is called First and Second Year respectively instead of Grades XI and XII, and the student who has a Grade XII or a Second Year Prince of Wales certificate has the academic requirements for admission to the faculties of Arts of Canadian universities. Prince of Wales College continues its work to include a Third and a Fourth Year and these are equivalent to the first and second years of the ordinary work for an Arts degree. Sometimes a student who has secured high honors on his graduation or fourth year work at Prince of Wales College is given extra credits in the institution to which he transfers to complete his work for a degree. In the third year the work offered consists of English (including Rhetoric), Latin, Greek, French, Mathematics (Algebra and Geometry), Chemistry and Biology. In the fourth year it consists of English, Latin, French, History (General), Economics, Sociology, Chemistry, Physics, Biology. This fourth year calls for five courses, four prescribed and one elective, for those who intend to continue in Arts, but five prescribed and one elective course (the prescribed including all of the sciences) for those who have Dentistry or Medicine as their objective. The time-table spread shows three hours per week for the non-science subjects, eight hours in Biology, nine in Chemistry and three in Physics. Each of the courses in each of the third and fourth years in Prince of Wales College should carry a six-semester-credit value. In this Province there is also a First Class Teacher's License Certificate, which is obtained through the Normal School Division of Prince of Wales College and equates with Grade XII or the Second Year Diploma from Prince of Wales for admission to a Faculty of Arts.

New Brunswick. The secondary school system of New Brunswick includes "Grammar, Superior and other High Schools," from which students can obtain High School Leaving Examination or University Matriculation Certificates. For the former the prescribed subjects are English Language and Literature, 3 units; History and Geography (English, General and Commercial), 3 units; Algebra, $1\frac{1}{2}$; Geometry, $1\frac{1}{2}$; Arithmetic, 1; Physics, 1; and any two of Chemistry, 1; Physiology, 1; Latin, 3; French, 3; Greek, 2. This certificate qualifies the student for admission to the Normal School, where, on the successful completion of a one-year course, he receives a First Class License or

a Second Class License, depending upon the degree of his success in this professional work.

All candidates for University Matriculation must complete English Language and Literature, 3 units; Latin, 3; History and Geography, 3; Arithmetic, 1; Algebra, $1\frac{1}{2}$; Geometry, $1\frac{1}{2}$; Physics, 1; Chemistry, 1; and either French, 3, or Greek, 2. This Matriculation certificate, in addition to admitting students to the universities, will admit them to the Normal School, as does the High School Leaving Certificate previously mentioned. Where the same subjects are included in the material required for these two examinations, the papers are identical and the standards the same.

Provision is made under certain circumstances for a Grade XII "to aid in the preparation of candidates for Grammar School License or for a Senior High School Leaving Examination Certificate or a Senior Matriculation Certificate." This Grade XII is intended to correspond to the first year of college work in Arts. From the Annual Report of the Department of Education for the year ending June 30, 1936, it would seem that the privilege of Grade XII has been exercised only in the City of St. John (population, approximately 50,000). The subjects in Grade XII, with semester credits attached, are as follows: English Literature and Rhetoric, 6; French, 6; Latin, 6; Greek, 6; History and Geography, 4; Algebra, 3; Plane Geometry, 3; Trigonometry, 2; Physics, 3; Chemistry, 3; Botany, 3; Zoology, 3. Holders of the Senior Leaving or Senior Matriculation Certificates, along with university graduates, are permitted to enter the Normal School course, which leads to the Grammar School License, qualifying the holder to teach in a high school.

Quebec. The world knows that Quebec is bilingual. The educational system is under the supervision of a Superintendent (French). He is assisted by a Deputy Minister whose functions make him also Secretary of the French section, and by a Deputy Minister who is the Secretary of the English section and Director of Protestant Education. Most of the certificates which are presented to universities where English is the medium of expression will come from the English section. The organization of this section is as follows: Grades I to VII inclusive are Elementary; Grades VIII and IX are Intermediate; Grades X and XI are High School. There is also provided a "continuation year." In the High School there are two courses, *Academic* and *General*, both of which lead to a High School Leaving Certificate. The *Academic Course* is the one recommended to pupils who intend to

enter the Faculty of Arts of a university. This course in Grade XI is constituted as follows: English, French, Latin, Algebra, Geometry, History, and one of German, Greek, Chemistry, Physics, Biology, Music, Drawing, Intermediate Mathematics. These have in Grades IX and X such prerequisites as to make the Grade XI subjects equivalent to the following scale of entrance units: English, 3; French, 3; Latin, 3; Algebra, $1\frac{1}{2}$ or 2; Geometry, $1\frac{1}{2}$ or 2; History (Canadian, General), 2; Greek, 2; Biology, 2; Chemistry, 2; Physics, 2; Music, 2; Drawing, 2; German, 1; Intermediate Mathematics, 1. The *General Course* demands English, French, a science and three elective subjects which may be chosen from Algebra, Geometry, Art, Bookkeeping, Biology, Chemistry, Physics, Geography, History, Household Science, Intermediate Mathematics, Music, Stenography, Typewriting. Where a subject is included in the programs of both the *Academic* and *General* courses, the same content is taught and the examinations are identical. Thus, the entrance units indicated above will obtain regardless of the certificate on which the subjects appear. The additional subjects should have the following entrance-unit value: Art, 2; Bookkeeping, 2; Geography, 2; Household Science, 2; Stenography and Typewriting, 2. This means that the High School Leaving Certificate *Academic* is worth fifteen or sixteen entrance units, the High School Leaving Certificate *General*, thirteen or fourteen. They are both adequate to secure admission to the School for Teachers at Macdonald College, which is affiliated with McGill University.

The Continuation Year has been offered at only nine centres during the last two years. The examinations are accepted pro tanto in the subjects covered for first year work at McGill University and at the University of Toronto, a practice which would be followed without doubt at any degree-granting institution to which the certificates were presented. The year is constituted as follows with semester credits as indicated: English Literature, 4; Composition 2; "Extra English" (Literature), 6; French, 6; "Extra French," 6; History (Modern World), 6; Latin, 6; Algebra, 3; Geometry, 3; Trigonometry, 2; Physics, 3; Chemistry, 3. In their program they combine the Physics and Chemistry under Science, the Algebra, Geometry and Trigonometry under Mathematics and say that the year's work consists of English Literature and Composition, which are prescribed, and any three others. This would make the total 24 or 26 semester hours. This means that the holder of one of these certificates could reasonably be expected to graduate one year sooner than the holder of a High

TABLE I
ELEMENTARY HIGHER COURSE (COURS PRIMAIRE SUPÉRIEUR)
9th, 10th, and 11th years (9ème 10ème et 11ème années)

Distribution of the Subjects Taught

SUBJECTS	LECTURE HOURS PER WEEK			
	9th	10th	11th	
			Indus- trial section	Commer- cial section
General Course				
Religion and related subjects.....	2	2	2	2
French.....	5	5	5	4
English.....	5	5	5	4
History.....	1½	1½	2	2
Geography.....	1½	1½	2	1
Arithmetic.....	2	1	—	1
Algebra.....	1	2	—	—
Plane Geometry.....	2	—	—	—
Synthetic Geometry.....	—	1	—	—
Trigonometry.....	—	—	1	—
Bookkeeping—Writing—Shorthand—Typewriting..	2½	2½	—	—
Physics and laboratory work.....	2	2	1	1
Chemistry and laboratory work.....	2	2	1	2
Natural Sciences.....	1	1	1	1
Drawing and Modelling.....	1	1	—	—
Hygiene.....	½	½	—	—
Agriculture for the rural schools.....	½	½	½	½
Special Courses				
Mathematics.....	—	—	4	—
Introduction to industrial technology.....	—	—	1	—
Drawing and Modelling.....	—	—	3	—
Manual Training.....	—	—	2	—
Commercial Arithmetic and Algebra.....	—	—	—	3
Introduction to commercial law.....	—	—	—	½
Bookkeeping and Accountancy.....	—	—	—	3
Commercial Geography.....	—	—	—	1
Introduction to Political Economy.....	—	—	—	½
Commercial English.....	—	—	—	1
Total lecture hours.....	29½	28½	30½	27½
Physical culture.....	1	1	1	1
Sum Total.....	30½	29½	31½	28½

School Leaving Certificate. It is a warrantable assumption that the French in these schools will be unusually well done.

One approaches the French schools with trepidation, unless that happens to be his own particular background. It would appear that the public school system comprises kindergarten schools, primary

TABLE II
TIMETABLE AND GENERAL OUTLINE OF SUBJECTS
(Tableau Général des Matières de L'Enseignement)

The principal is obliged to conform altogether with the following time-table, but he still retains authority to judge the time that ought to be given to each subject in the classes.

NAMES OF THE SUBJECTS	NUMBER OF HOURS PER WEEK			
	Elementary Course		Complementary Course	Higher Course
	1st Year	2nd Year	3rd Year	4th Year
(a) Pedagogy	2 hrs.	2 hrs.	5 hrs.	4 hrs.
(b) Religious Knowledge	2 hrs.	2 hrs.	2 hrs.	1 hr.
(c) French Language	7 hrs.	7 hrs.	6 hrs.	5 hrs.
(d) Philosophy	—	—	2 hrs.	1 hr.
(e) History and Geography	4 hrs.	4 hrs.	—	2 hrs.
(f) English Language	3 hrs.	3 hrs.	3 hrs.	4 hrs.
(g) Mathematics	3 hrs.	3 hrs.	3 hrs.	3 hrs.
(h) Special Sections:				
Economic, commercial, industrial or agricultural classes	2 hrs.	2 hrs.	2 hrs.	5 hrs.
(i) Drawing and Writing	1 hr.	1 hr.	1 hr.	—
(j) Singing, Etiquette, Hygiene	1 hr.	1 hr.	1 hr.	—

schools *élémentaires* (6 years), primary schools *complimentaires* (2 years), primary schools *supérieures* (3 years, Grades IX, X and XI). The program in the *écoles supérieures* is not the same in the girls' as in the boys' schools in Geometry, Trigonometry, Natural Science, Hygiene, Psychology, Domestic Science and Cooking. Further, Grade XI offers two types of programs for boys, an industrial and a commercial section. Table I, from the regulations of the Catholic Committee of the Council of Education of the Province of Quebec for 1936 (page 179), may be intriguing for purposes other than an exercise in translation, since entrance units can readily be computed from it.

Side by side with this organization is the Normal School system for men and for women. It is interesting to note in passing that co-education is not popular in the school system of French Quebec. For admission to the Normal School a candidate must have completed the seventh year of the public school, that is, the primary school *élémentaire*, and one year of the primary school *complimentaire*. The Normal School course is five years for men and four years for women. At the end of the second year Normal, which corresponds to Grade IX, the successful candidates receive a *Brevet Élémentaire*, at the end of the third year a *Brevet Complimentaire*, and at the end of the fourth

TABLE III
HIGHER DIPLOMA COURSE (COURS DU BREVET SUPÉRIEUR)
Fourth Year (Quatrième Année)

(General Course)
Outline of the Subjects and Distribution of Time

I. Religion.....	1 hr. per week
II. Pedagogy:	
Psychology, Methodology and History of Pedagogy.....	2 hrs. per week
Practical Pedagogy.....	2 hrs. per week
III. French.....	5 hrs. per week
IV. English.....	4 hrs. per week
V. General History.....	2 hrs. per week
VI. Philosophy.....	1 hr. per week
VII. Natural Sciences:	
(a) Physics.....	2 hrs. per week
(b) Biology (Zoology and Botany).....	2 hrs. per week
(c) Chemistry applied to hygiene and to domestic economy.....	2 hrs. per week
(d) Geology.....	1 hr. per week
VIII. Algebra.....	2 hrs. per week
Geometry (optional subject).....	1 hr. per week

N.B.—Generally the pupil ought to devote as many hours of private study to each subject as there are lecture hours indicated on the outline above.

TABLE IV
HIGHER DIPLOMA COURSE (COURS DU BREVET SUPÉRIEUR)
Fourth Year (Quatrième Année)

(Household Science Course)
Outline of the Subjects and Distribution of Time

I. Apologetics.....	2 hrs.
II. French language.....	1 hr.
III. English language.....	1½ hrs.
IV. Physics.....	1 hr.
V. Chemistry.....	1 hr.
VI. Hygiene.....	{anatomy and physiology.....}
	{medicine and home pharmacy.....}
VII. Methodology and family pedagogy.....	4 hrs.
VIII. Household science.....	Theory and practice.....
IX. Agricultural science.....	{Botany and horticulture.....}
	{Dairying and poultry raising.....}
X. Culinary art.....	Theory and practice.....
XI. Needle work.....	2 hr.
XII. Cutting and making of clothes.....	{care.....}
	{cleaning.....}
	{millinery.....}
Total.....	25 hrs.

year for women, and the fifth year for men, a *Brevet Supérieur*. The program for the women's schools is shown in Tables II, III, IV and for the men's schools in Table V.

TABLE V
TIMETABLE AND GENERAL OUTLINE OF SUBJECTS
(Tableau Général des Matières de L'Enseignement)
(Hours per week for each subject)

	1st year	2nd year	3rd year	4th year	5th year
(a) Pedagogy.....	2	4	4	4	4
(b) Religion.....	2	2	2	2	2
(c) Philosophy and Ethics.....	$\frac{1}{2}$	$\frac{1}{2}$	1	1	1
(d) French language ¹	6	5	5	5	5
(e) English language.....	4	4	4	4	4
(f) Latin.....	—	—	—	—	1
(g) General history—Canadian History.....	—	—	—	—	—
Geography.....	4	3	2	2	—
(h) Mathematics.....	4	4	4	4	4
(i) Writing.....	1 $\frac{1}{2}$	1 $\frac{1}{2}$	—	—	—
(j) Drawing.....	1	1	1	1	1
(k) Singing and music.....	1	1	$\frac{1}{2}$	$\frac{1}{2}$	1
(l) Etiquette—Hygiene.....	1	$\frac{1}{2}$	—	—	—
(m) Physics—Chemistry—Technology—Manual training.....	—	1 $\frac{1}{2}$	2 $\frac{1}{2}$	2	2
(n) Natural sciences—Agriculture—Farm eco- nomics.....	1	1	1	1	1
(o) Bookkeeping—Commercial French—Com- mercial English.....	—	$\frac{1}{2}$	1	1	1
(p) Political Economy—Commercial Law.....	—	—	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
(q) Gymnastics.....	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
(r) Shorthand.....	—	—	$\frac{1}{2}$	—	—
(s) Typewriting.....	—	—	$\frac{1}{2}$	—	—
Totals.....	28 $\frac{1}{2}$	29	30	28 $\frac{1}{2}$	28

¹ For the English section, the time assigned here to the French language will be given to the English language and vice versa.

In summary, the Quebec certificates which registrars may have to estimate are High School Leaving, *École Primaire Supérieure* and *Brevet Supérieur*. Any one of these should be the equivalent of college entrance. The Continuation Year certificate should be the equivalent of First Year Arts in the subjects covered by the certificate.

Ontario. Beginning in September 1937, the Department of Education of Ontario introduced the first year of a revised scheme of secondary education which is likely to revolutionize the system and, from the registrar's point of view, complicate action beyond words. The secondary system, however, will continue to presuppose eight years of public school work. From there on, instead of the present rather simple possible combinations of four prescribed subjects and

two optional subjects, it appears as though 320 or more complex combinations may be presented to the authorities of the universities as evidence of high school preparation adequate for university work. Grade IX will be common to all types of secondary school. In Grade X differentiation begins with courses set up under the following designations: General, Industrial (Agriculture or Art), Household Arts, Commercial. These divisions continue through Grades X, XI, XII, which is supposed to be the High School graduation level. It is anticipated that the *General* academic course will be the one chosen by prospective applicants for admission to the universities. There is no avoiding the fact, however, that the universities will be called upon to evaluate all sorts of combinations and to accept anywhere within reason apparently irregular combinations as regular. The Universities have not as yet decided upon the courses or combinations of courses that they will "insist on," but it is painfully evident that the old day of an entrance requirement which was two-thirds prescribed will be something to look back upon as an Utopian era. The new certificate of graduation, to be called *Secondary School Graduation Diploma* (instead of *Middle School Certificate*), will show these subjects to which temporarily we should be inclined to assign the attached entrance-unit value (the first three are prescribed, four of the others must be elected): English, 4; Social Studies (History, Economics, Civics), 3; Health Education, 1; Mathematics (Algebra and Geometry), 2; French, 2; Science, 2; Agriculture, 2; German, $1\frac{1}{2}$; Latin, $1\frac{1}{2}$; Greek, $1\frac{1}{2}$; Shopwork, 2; Art and Music, 2; Commercial, 2; Household Economics, 2; Spanish 1. The smallest total which could be assembled out of this list would be $13\frac{1}{2}$ units, in which would appear Latin, Spanish, Greek, German, a combination which no one would ever be likely to offer! The practical range would be $14\frac{1}{2}$ to 16 units, which presumably would be enough to satisfy college entrance requirements in the mind of any admissions officer. However, special rating will have to be given some of these subjects in special courses. For example, in the *Commercial* course, special commercial subjects, such as Shorthand, Bookkeeping, Typewriting, will represent enough time to be worth six units. The table given above represents the average unit-weight across the courses that will be offered in the four types of schools. It is anticipated that some of the small centres are going to insist upon a type of school to suit local needs. This will be a combination of the four types available in larger communities.

The peculiar prerogative of the collegiate institute under the old system was the privilege of offering an extra year, called *Upper School*, which was really a Grade XIII. For this year's extra work the universities allowed freshman credit in subjects covered by the certificate, which is now called *Upper School Examination Certificate* but which is to be rechristened in the new program. The new title has not been decided upon, but the tentative suggestion is *Secondary School Senior Graduation Diploma*. It will be issued by the Department of Education upon the successful completion of twelve credits (in addition to Health Education) from the following list. By 1940-41 it is hoped that the new scheme will be operative in its entirety, the change being made progressively one grade a year. In the meantime, the Upper School certificates will continue to be issued as at present. The credits allowed will be English, 3; History, 3; German, 3; Greek, 3; Mathematics, 4; Botany and Zoology, 3; Chemistry and Physics, 4; Latin, 3; French, 3; Geography and Economics, 2; Geology and Mineralogy, 2; Spanish, 2. These are, of course, year credits. To compute semester credits the figures would have to be multiplied by two. The minimum, including Health Education at 2, would be 20, and the maximum 28. In either case the total would be enough to reduce the student's sentence in a university by one year whether the university was in Canada or the United States.

Manitoba. The certificates of the Province of Manitoba are designated "*High School Examination Board, Province of Manitoba, Grades IX, X, XI, XII,*" with the date and some other relative data appended. The regular schedule for each grade is printed on the face of the certificate. The student who has completed Grade XI with 21 entrance units, that is, 7 a year for 3 years, can enter the University of Manitoba or the Normal Schools of Manitoba without conditions. Upon the completion of the Normal School year he will receive a *Second Class Teacher's Certificate*. The 21 units mentioned above must include English, 3; History (General, British, Canadian, Civics), 3; Science, 1; Physical Education, $1\frac{1}{2}$; Art or Music, $\frac{1}{2}$. The options may be chosen from Mathematics, 3 combinations with one credit each; Biology, 1; Arithmetic, 2 combinations with one credit each; Physics, 1; Chemistry, 1; French, 3; German, 3; Latin, 3; Greek, 3; Music, 6 combinations worth $2\frac{1}{2}$ or 3 credits; Art, $2\frac{1}{2}$; Shorthand, 2; Book-keeping, 2; Typewriting, 2; Geography, 2; Home Economics, 3; Agriculture, 3; Practical Arts, 3.

Grade XII certificates admit students to the Normal School for training for a *First Class Teacher's Certificate* or to the University with undergraduate freshman credit as follows: English, 8; Mathematics, 8 or 12; Science (Physics and Chemistry), 8; History, 8; French, 8; German, 8; Latin, 8. These are weighted in semester credit values. The year must not exceed 40 semester credits, the standard weight of one year's work at the University of Manitoba. Possibly for United States institutions where 30 semester hours represents a year's work these figures should be cut 25 per cent in each group, i.e., from 8 to 6 semester credits.

Saskatchewan. While the admission requirements of the University of Saskatchewan call for Grade XII, the University is so organized that a degree can be obtained in three years from entrance on a Grade XII certificate. The subjects prescribed in Grade XII are English Literature and Composition and History (General). The optional subjects, depending in part upon the faculty to be entered, may be chosen from Latin, Mathematics (Geometry, Trigonometry), French, German, Greek, Norwegian, Icelandic, Biology, Chemistry, Physics, Music. Six subjects in all, four of which are optional, have to be presented. These six would easily be the equivalent of thirty semester hours of freshman work composed of the following subjects with the attached semester credits: English, 6; Latin, 6; French, 6; German, 6; Greek, 6; Biology, 6; Chemistry, 6; Physics, 6; Music, 6; History, 3; Geometry, 3; Trigonometry, 2 or 3. Grade XI work would be of the quality demanded for entrance by institutions offering a four-year general undergraduate course. The Grade XI program consists of English, 3 units; Mathematics (Algebra, $1\frac{1}{2}$, Geometry, 1), $2\frac{1}{2}$; History (English, Canadian, British), 2; Physics, 1; Chemistry, 1; Agriculture, 1; Home Economics, 1; Latin, 3; French, 3; German, 3; Physical Education, $1\frac{1}{2}$; Accounting or Bookkeeping, 2; Stenography, 2; Commercial Law and Economics, 2; Business Organization, 2; Office Practice, 2; Drafting, 2. There are offered also three year sequences in technical subjects, including Electricity, Metal Work and Motor Engineering.

The teaching certificates in the Province are *First Class, Superior First Class, High School* and *Collegiate*. The academic prerequisite for the first is a Grade XII certificate preceded by English, Mathematics, History and Health Education in each of Grades IX, X and XI. The professional prerequisite is the successful completion of the regular

year of the Normal School curriculum. The second certificate is issued to the holder of a First Class Certificate who has subsequently completed thirty semester hours of university work in Arts or Science, the only prescribed part of which is six semester credits of English, and who has completed one additional professional class in Education in a summer session of the University. A *High School* certificate calls for graduation from a University in Arts, Science, Agriculture or Commerce and the completion of the course of the College of Education at the University of Saskatchewan or "the equivalent thereof." A *Collegiate* certificate is issued only to holders of Permanent *High School* Certificates for professional service of a kind and quantity strictly regulated by law.

Alberta. In Alberta, as in Ontario, the grade and secondary school programs are being revised. The new scheme will be a 6 plus 3 plus 3 system, the groups being called *elementary*, *intermediate* and *High School*. The High School, therefore, is made up of Grades X, XI and XII, and work at the last level is demanded for entrance to the Normal Schools and the University. Grade X is operating in 1937-38, Grade XI will follow in 1938-39, and the revised Grade XII in 1939-40. As in Saskatchewan, Grade XI certificates would be of a quality that would admit students to universities which have a four-year General Course. The subjects of this grade would have the following values in entrance units: English, 3; Social Studies, 3; Algebra, 2; Geometry, 2; Trigonometry, 1; Physics, 1; Chemistry, 1; Latin, 3; French, 3; German, 3; Greek, 3; Biology, 1. The student who presents for admission to the University or to the Normal School standing in seven of the above subjects carried on into Grade XII can in three years, complete his course in all faculties other than Medicine, Dentistry and Science. For degrees with honors four years are necessary. No work higher than Grade XII can be obtained in the provincial system outside of the universities and the established junior colleges.

British Columbia. The Registrar of the Department of Education of British Columbia reports: "We have just completed the revision of our High School Programme of Studies. The revised programme came into effect in September last in so far as Grades IX and X are concerned." Evidently, as in Ontario and Alberta, the inauguration of the whole program will be spread progressively over a period of years. The certificates issued are Grade XII (for Junior Matricula-

tion and Normal entrance) and Senior Matriculation, a year in advance of Grade XII. The former certificate must include English, History, Mathematics, Latin or French, Physics or Chemistry or Biology, one of Greek, German, Agriculture, Home Economics (A, B, or CC), Technical Subjects (A or B), Music, Latin or French (the one not previously chosen) and a science (not previously chosen). The entrance unit values apparently would be: English Literature and Composition, 3; Social Studies, 3; Algebra, $1\frac{1}{2}$; Geometry, $1\frac{1}{2}$; Latin, 3; French, 3; German, 2; Home Economics, 2; Technical subjects, 2; Chemistry, 1; Physics, 1; Agriculture, 1; Biology, 1; Geography, 1; Greek, 1; Mathematics, 1; Music, 1; Art, 1. In the above outline Home Economics A is Foods, Nutrition and Home Management; B is Clothing, Textiles and Applied Art; CC is a combination of A and B, equal in weight to either A or B but not equal to the both combined. In the Technical subjects A is Mechanical Drawing and Woodwork; B is Mechanical Drawing, Sheet Metal Work, Machine Shop Work and Forging.

Senior Matriculation (Grade XIII) consists of English and Mathematics, prescribed, and three of the following, one of which must be a language taken in Grade XII, and another a Science: History, Economic History, Chemistry, Physics, Biology, French, German, Greek A (for beginners), Greek B (for those who have had at least one year) and Latin. The subjects of Senior Matriculation should be given undergraduate semester credits as follows: English Literature, 4; Composition, 2; History (20th century), 6; Economic History (Europe, Great Britain, North America), 6; Mathematics, 8 (Algebra, 3; Analytical Geometry, 3; Trigonometry, 2); Chemistry, 6; Physics, 6; Biology (Botany and Zoology), 6; Agriculture, 6; Latin, 6; Greek A or B, 6; French, 6; German, 6. The five courses required will total thirty semester hours, which is one year's work in a United States university as well as in the University of British Columbia or the universities of any other Canadian province.

From the foregoing discussion it is plain that in at least three provinces we cannot look for finality in secondary school revision before 1940. In the meantime registrars must continue to evaluate the same certificates for Ontario, Alberta and British Columbia as have been offered by students for the last ten or twelve years. In the other provinces the situation is temporarily fixed. The regular time-spread of the

high school program is four years in Ontario and British Columbia and three years in each of the other provinces. It may be said in connection with these other provinces, however, that the content of the programs for Grades IX, X and XI is too heavy to be compassed in three years by any except the superior student.

In practically every province an extra grade numbered XII or XIII is provided. The successful completion of the work of this grade secures for the student credit for the corresponding subjects in the freshman year in Arts in any Canadian university. In practice these are treated not as additional high school years but as one-year junior colleges. The admission officers of Canadian universities try to treat all cases as they would be treated in their original provinces, regardless of the length of time, whether three years or four years, that is spent in securing a high school graduation certificate.

—Volume 13, Number 3

TRENDS IN FRESHMAN ENROLMENT AND SURVIVAL

T. E. PETTENGILL

THE PURPOSE of this study was to determine whether or not in recent years there have been any significant changes in the enrolment and survival of freshmen at the University of Minnesota.

The data were obtained from the records of 3116 freshmen who were in attendance during the academic year, 1932-33. This class was selected for study largely because the normal four-year period necessary for completion of the requirements for the Bachelor's degree terminated in June, 1936, when the study was begun. For purposes of comparison, the method followed in the collection and compilation of data was essentially the same as that employed by Mr. West in his study of Student Survival,¹ which was based on data obtained from the records of the freshman class of 1920-21.

An objection might be raised regarding the selection of the class of 1932-33 on the basis that this group entered during an abnormal depression year and that therefore the use of this class in comparison would lead to erroneous results. The difficulty of selection of a normal class is obvious. In order to study survival it is necessary to follow whatever class is selected over a period of at least four years, and to obtain the whole picture the study should be continued many years further. To select an earlier class would mean that the early years of attendance would be under conditions quite different from those existing today. Social and economic conditions appear to be continually in a state of flux. Consequently, no matter what class was selected, it could be shown to have been in attendance during abnormal times. As there seems to be no continuing normality of conditions over a period of years, it would appear to matter little which class is studied as long as its relation to other classes and conditions is considered.

To present a view of the growth in size of the freshman classes, Chart 1 was prepared. All of the freshman classes from 1888 through 1936 are graphically represented as to size. The two classes which are being compared are shaded on the Chart. One interesting fact

¹ R. M. West, Student Survival, Report of the Survey Commission VII, University of Minnesota, Bulletin, Vol. 28, No. 4, February 10, 1925.

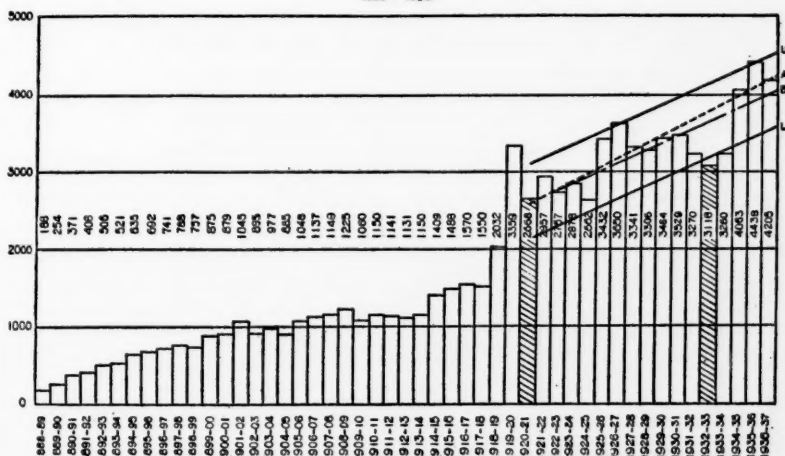
is the distinct change in trend of freshman enrolments which took place in the fall of 1918 and which has continued to the present time. From 1888-89 through 1917-18 freshman enrolment increased more or less steadily at the average rate of approximately 50 students per year. There were some variations, but in general, and especially in comparison with what followed, freshman enrolment can be said to have increased more or less uniformly to the time of World War. During the fall of 1918 the government established a unit of the Students' Army Training Corps at the University which attracted a large influx of freshmen. The enrolment jumped 482 over the previous year. The war ended in the fall of 1918 and the S. A. T. C. program was discontinued. The next year saw an even greater influx of freshmen, 1327 more entering in 1919-20 than in 1918-19. The reason for this secondary influx was no doubt partially due to admissions previously deferred because of war conditions. In view of later freshman enrolments, it appears that deferred admissions were not the only cause of the phenomenal growth. If this had been the primary cause, the number of freshmen entering in succeeding years would have gradually resumed the former trend.

In 1920-21 freshman enrolment receded to 2668 and continued for the next four years within a range of 300 students. The next change in size of the freshman class came abruptly in 1925-26, when the enrolment climbed to 3422 and 3650 the following year. After 1926-27 the number of freshmen again receded, this time to 3341 for 1927-28 and continued within a 400 student range for the next six years or through 1933-34. In 1934-35, 4063 freshmen registered, followed by a new high of 4438 freshmen in 1935-36. The enrolment receded about 200 in 1936-37 and registration for the fall quarter of 1937 indicates the probability of a further recession in size of the freshman class this year.

Whether or not the pattern of freshman enrolments since 1917-18 will continue in the future is, of course, problematical. In the event that the curve pattern does continue, it appears probable that the number of freshmen entering the University will continue, for the next four or five years and perhaps longer, at approximately the 1936-37 level of 4200 students and terminate at the end of this period in a substantial increase in enrolment possibly to the 5000 level. From Chart 1 it would appear that if the pattern continues, the increase should come some time between 1943 and 1947.

It is interesting to recall in this connection, the predictions made by West and Koos² in 1920 regarding the probable growth in size of the freshman class. The dotted line A on the chart represents the trend line which they established mainly on the basis of the trend in the total number of graduates per year from State High Schools and its relation to the size of the freshman class. If we compare the areas above and below the trend line A, we find that the area below slightly exceeds the area above, indicating that the line is possibly slightly above the true trend. Line B has been drawn at the angle where the areas above and below the line are approximately equal. Line U repre-

CHART I
RELATIVE SIZE OF THE FRESHMAN CLASS
1888 - 1936



Includes all students of freshman standing: beginning freshmen, advanced freshmen, and duplicates resulting from transfer of freshmen between colleges. Data for 1888-1919 taken from the "Report of the Survey Commission, I. The Growth of the University in the Next Quarter Century". R.M. West, L.V. Koos, Bulletin, University of Minnesota, Vol. XXIII, No. 25, June 21, 1920, p. 27.

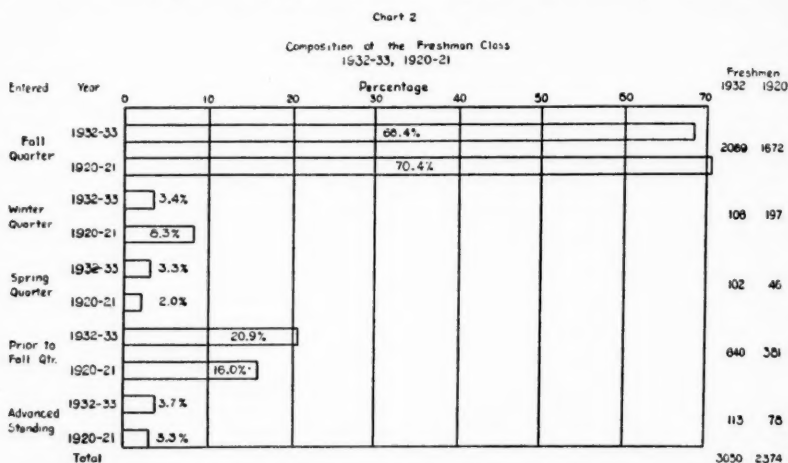
sents an upper limit formed by joining the peaks of 1926-27 and 1935-36 and D a lower limit equidistant below line B. The limits of variation appear to have been approximately ± 450 students.

If the trend line is valid, then "normal classes," as far as enrolment is concerned, would be those whose enrolments approximate the trend. The conditions at time of entrance and during attendance appear to have been different for the two classes to be compared. The 1920-21

² R. M. West, L. V. Koos, The Growth of the University in the Next Quarter Century, Report of the Survey Commission I, University of Minnesota, Bulletin, Vol. 23, No. 25, June 21, 1920.

class appears to have been "normal" in size whereas the enrolment of the 1932-33 class was considerably below the trend line, in fact, farther below than any other class since 1920-21. Also the 1920-21 class was in attendance during a period when the number of freshmen entering each year remained more or less stationary, whereas the 1932-33 group entered on the threshold of increasing freshman enrolments. The 1932-33 class, during attendance, witnessed the increase of freshman enrolments every year from the low of 1932-33 to the high of 1935-36. One should keep these factors in mind when considering the material which follows.

The freshman class for any one year includes students who have entered directly from high school during the academic year, students



*Totals in Chart 1 include duplicates resulting from transfer of freshmen between colleges. In Chart 2 and subsequent charts the data are based on the original classification at the time of first admission to the University, which accounts for the apparent difference in size of class.

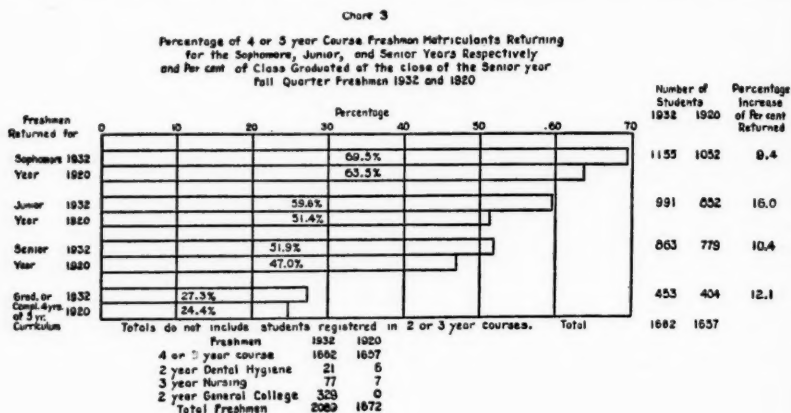
who entered prior to the fall quarter who have not completed the freshman year, and students admitted during the year from other institutions with less than a year of advanced standing. Chart 2 presents a comparison of the 1932-33 and the 1920-21 freshman classes according to these classifications. The total freshman class of 1932-33 included 3050 students, as compared to 2374 students for the class of 1920-21. These totals represent the actual count of individuals enrolled, based on the original classification at the time of first admission to the University. The apparent difference in totals between Chart 1 and subsequent charts is due to the fact that Chart 1 includes duplicates

resulting from transfer of freshmen between colleges during the academic year. Of the total individuals enrolled, the large majority entered from high school at the opening of the fall quarter. The next largest group was a carry-over from admissions of previous years of students who had not completed the freshman year. The 1932-33 class showed small increases over the 1920-21 class in the percentage of the class entered in the spring quarter, prior to the fall quarter, and with advanced standing; and small decreases in the percentage of students entered in the fall and winter quarters. Considering the external depression influences and internal adjustments of 1932-33, the fact that there was so little variation in these percentages would indicate that these relationships are relatively stable and independent of such factors.

The majority, approximately 70 per cent, of freshmen are those who enter directly from high school at the beginning of the academic year. The group of 2089 freshmen who entered directly from high school in the fall of 1932 who normally would have graduated in June, 1936, was studied in comparison to the group of 1672 freshmen who entered in the fall of 1920 who would normally have graduated in June, 1924. As a first consideration, a distribution of these fall-quarter freshmen was made by colleges. The outstanding change was the growth in proportion of freshmen enrolled in two- or three-year curricula. Of the 1932 class, 20.4 per cent were enrolled in the two- or three-year curricula offered by the General College, School of Nursing and School for Dental Hygienists, as compared to 0.8 per cent of the 1920 class. The establishment of the General College in the fall of 1932 accounted for most of the increase. The College of Science, Literature, and the Arts showed a decrease as did the College of Engineering and Architecture. The decrease for Science, Literature, and the Arts was in the main a result of the establishment of the General College. The decreased proportion of freshmen registered in Engineering and Architecture probably was due mainly to external depression factors. The distribution of freshman enrolment by colleges appears to be extremely sensitive to changes in internal policy and external conditions.

There was a significant difference between the freshman classes of 1932 and 1920 in that 20.4 per cent of the class of 1932 were enrolled in curricula of less than four years duration, compared to 0.8 per cent of the class of 1920 so enrolled. For purposes of comparison

of survival, only the four- or five-year-course freshmen of these classes were considered. From Chart 3 it appears that the number of freshmen registered in four- or five-year curricula in 1932 and 1920 was 1662 and 1657 respectively. Of these freshmen 69.5 per cent of the 1932 class, and 63.5 per cent of the 1920 class returned for the sophomore year, which is an increase of 9.4 per cent in the percentage continuing for the second year. Of the original groups, 59.6 per cent of 1932 freshmen and 51.4 per cent of the 1920 freshmen returned for the junior year. In other words, there was a 16.0 per cent increase



for the class of 1932 over the class of 1920 in the percentage of freshmen continuing for the junior year. Similarly, 51.9 per cent and 47.0 per cent of the 1932 and 1920 classes respectively returned for the senior year, an increase in percentage returned of 10.4 per cent. Of the original groups, 27.3 per cent for 1932 and 24.4 per cent for 1920, graduated or completed four years of a longer curriculum within a four-year period, representing an increase in percentage of 12.1 per cent. It is interesting to note that at all levels there has been a decided increase in survival. Much of this increase in survival in the four- or five-year curricula is undoubtedly due to the establishment of the General College, which attempts to fill the needs of students whose desires or aptitudes indicate greater personal satisfaction and profit from a two-year program of general education in preference to the standard curricula offered by the other colleges in literature, science, arts and the professions.

A summary for all colleges of the percentage survival through 1936

TABLE I
PERCENTAGE SURVIVAL OF FRESHMAN MATRICULANTS OF 1932
FROM SEPTEMBER 1932 TO JUNE 1936

Year	Quarter	Beginning or End	IN RESIDENCE ORIGINAL COLLEGE		IN RESI- DENCE AFTER TRANSFER CONTINUA- TION COURSE		GRADUATED		LEFT THE UNIVERSITY	
			Continuous	Interrupted	Continuous	Interrupted	In Residence After Transfer to Another College	2 or 3-yr. Curric. 4-yr. Curriculum	Total in Residence or Graduated from 4-yr. Curriculum	Temporarily Permanently (In- cludes Graduates of 2 or 3-yr. Curric.)
1932-33	Fall	B	100.0*	—	—	—	—	—	100.0	—
		E	96.8	—	—	—	—	—	96.8	1.0
	Winter	B	87.5	0.3	—	—	3.4	—	91.3	2.0
		E	85.3	0.3	—	—	3.4	—	89.1	2.6
	Spring	B	78.6	0.9	—	—	5.1	—	84.8	3.8
1933-34	Fall	E	77.0	0.9	—	—	5.1	—	83.0	4.6
		B	54.7	2.5	—	—	10.3	—	67.7	6.6
	Winter	E	53.9	2.5	—	—	10.1	—	66.6	7.1
		B	50.2	5.1	0.1	—	10.7	—	66.2	5.5
	Spring	E	49.0	4.5	0.1	—	10.5	—	64.2	6.1
1934-35	Fall	B	45.8	5.6	0.9	—	10.9	—	63.2	6.0
		E	45.0	5.4	0.9	—	10.6	2.2	62.0	6.4
	Winter	B	28.6	6.4	8.1	0.5	11.1	2.2	54.9	4.8
		E	28.3	6.3	8.1	0.5	10.6	2.3	54.0	5.1
	Spring	B	24.8	6.7	9.2	0.8	10.3	2.3	52.0	4.4
1935-36	Fall	E	24.5	6.4	9.2	0.7	10.1	2.3	51.1	4.9
		B	23.2	6.5	9.2	0.9	10.2	2.3	50.2	4.3
	Winter	E	22.9	6.3	9.2	0.8	10.1	4.6	49.6	4.6
		B	16.5	6.3	10.2	1.5	9.2	4.6	45.0	1.6
	Spring	E	16.4	6.0	10.1	1.5	8.8	4.6	44.2	1.9
Graduated			14.1	0.5	5.3	0.7	3.8	5.5	19.1	—
Completed four full years in 5 or 6 year course			0.7	—	2.6	—	—	—	—	—

* The 2089 freshmen who entered the University at the opening of the fall quarter, 1932, represent the base or 100%.

of the 2089 freshmen who entered the University in the fall quarter of 1932 is shown in Table 1. At the end of the four-year period, 27.9 per cent had graduated from a two-, three- or four-year curriculum or

had completed four years of a longer curriculum, 19.0 per cent were in residence but not graduated or had made less than normal progress if in a five- or six-year curriculum, and 53.1 per cent had left the University without completing degree requirements. For the 1920 freshman class, at the end of a four-year period, 23.7 per cent had graduated or completed four years of a longer curriculum, 19.9 per cent were in residence but not graduated or had made less than normal progress in a five- or six-year curriculum, and 56.4 per cent had left the University without degree. The increased relative survival of freshmen of 1932 over 1920 appears again in these totals, which show an increase in percentage of freshmen graduated and a decrease in percentage of the class who left without degree.

In summary, the data collected indicate the presence of the following trends in enrolment and survival of freshmen at the University of Minnesota:

1. Freshman enrolments have increased at much the same rate as was predicted by West and Koos in their Survey Report of 1920.
2. Yearly freshman enrolments since 1918 have varied in a wave formation about the trend with a variability of approximately ± 450 students. In contrast to the small uniform increases in freshman enrolment which characterized the early classes, increases in freshman enrolments since 1918 have been periodic followed by years of little or no change.
3. Time of entrance has been relatively constant and independent of internal policy or external conditions, the majority of freshmen, approximately 70 per cent, having entered the University at the beginning of the academic year.
4. The enrolment of freshmen by colleges appears to be extremely sensitive to changes in internal policy and variations in external conditions.
5. There has been a decided increase in the relative number of freshmen enrolled in two- or three-year curricula, reflecting the growth of the School of Nursing, School for Dental Hygienists and the establishment of the General College.
6. There has been a significant increase in the percentage of survival of four- or five-year course freshmen throughout their normal period of residence. The percentage of freshmen completing the degree requirements within a four-year period has also increased significantly.

—Volume 13, Number 3

AN EVALUATION OF SEVERAL COLLEGE CATALOGS

MILLARD E. GLADFELTER

THIS STUDY was begun two years ago at the direction of the past president of the Middle States Association of Collegiate Registrars. It is an attempt on the part of the committee to evaluate a selected group of catalogs which represent institutions in the middle states area.

Included on the personnel of the committee were experts in printing and advertising who could advise on typography, format and layout, and representatives of college and secondary school faculties who could express the needs of these two bodies.*

The committee enlisted the services of 151 students from 14 colleges and universities located in the middle states area. The students were selected at random and represent all classes and curricular divisions. Ratings by several office assistants and faculty members are also included.

In order to evaluate a catalog it is necessary to determine, first, what purposes the catalog is to serve, and, second, what features of the catalog are most important in fulfilling those purposes. The catalog presents the institution to its prospective students, their parents or counsellors, and to its secondary school constituency, and serves as a record for institutional archives. It is one of the instruments used in institutional appraisal and consequently must contain certain information which might not be of interest to the whole clientele.

This investigation was chiefly concerned, however, with the value of the catalog to the college student. Such questions as these were considered: Can students find the information they want? Do type face and format attract attention? Should photographs be included in

* The personnel of the committee appointed by F. Taylor Jones, President of the Middle States Association of Collegiate Registrars in 1936-37, was as follows: Harry A. Deemer, Publishing Company Executive; Wesley M. Ecoff, Partner in Advertising Firm; Chas. W. Holmes, Registrar, Upper Darby High School; C. Robert Kase, Faculty Member, University of Delaware; Millard E. Gladfelter, Chairman.

The Editor is pleased to present the following statement which was submitted over the signatures of the Associate Editors—H. M. Showman, University of California at Los Angeles; H. H. Armsby, Missouri School of Mines and Metallurgy; Wyatt W. Hale, Birmingham-Southern College; R. M. West, University of Minnesota: "This paper was read before the Middle States Association of Collegiate Registrars and through the Secretary of that Association it was brought to the attention of the Associate Editors of the JOURNAL. Since the Editor of the JOURNAL hesitated to include a paper of his own authorship, the Associate Editors assumed the responsibility of passing on this paper and have unanimously requested that it be published in the JOURNAL."

the regular catalog? Does the catalog devote much space and prominence to material which is of little or no consequence to its user?

A scoring sheet was used to obtain the answers to these questions. This sheet asked for several definite statements concerning the uses of catalogs and for the order of importance to the individual student of various features of the catalog. The data compiled from these parts of the rating sheet are presented in tables one, two, and three. The last page of the rating sheet asked the student to examine critically five catalogs which were selected according to the type of institution they represented. In his evaluations the student was asked to observe seven criteria and then to rank the separate catalogs in the order of their excellence on each of the criteria. Table four presents the data obtained from this page of the score sheet. Before the final form was agreed upon, a series of test ratings were conducted in order to discover weaknesses in the technique. Although mainly objective in nature, the scoring sheet offered ample opportunity for voluntary comments and observations.

The nature and quality of the catalog is determined largely by the interest and initiative of the editor. In the institutions which contributed to this study, the responsibility for editorship is distributed as follows: The registrar, in 15 institutions; the deans, in 13; faculty member, in 8; president, in 6; special committee, in 4; secretary of the school, in 3; secretary to the president, in 4; university editor, in 4; director of publications, in 4; and divided among several offices, in 5 of the institutions.

A good catalog must contain the essential information edited in an attractive, readable and well-organized style. Who can determine best what information is essential and when that information is presented in the best form and style? The answer to this question depends upon the organization of the institution. In most institutions the registrar's office is the academic business office. In some the secretary of the College is in the best position to edit publications. At any rate, the editor should have an academic interest and should have full information on the objectives and the internal organization of the institution, plus a considerable freedom in giving expression to them in the catalog.

The editor must remember that each educational institution has its own distinct personality. This must be discovered (even by persons who have been identified with the institution for years) before publicity material, designed to reflect this individuality, can be planned. The reason that all schools and colleges seem so much alike is because

nobody has taken the trouble to discover and emphasize their differences.

It is especially important for educational institutions to preserve a dignity in their publicity material. Prospective patrons shy away from schools and colleges that are too "commercial" in their advertising; this is particularly true of private schools and colleges. This does

TABLE I
THE USE AND INTERPRETATION OF THE COLLEGE CATALOG
AS INDICATED BY COLLEGE STUDENTS

	No. CASES
1. If you were seeking information about a college, which of the following would you request first?	
a. Application for admission	0
b. Catalog of college	110
c. Illustrated booklet	2
d. Interview with representative	3
e. Interview with alumnus of college	2
f. Advice of high school principal or counsellor	18
2. In the selection of a college, who assisted you in reading and interpreting the catalog?	
a. Teacher	17
b. Parent	57
c. High school counsellor	11
d. Sister or brother	18
e. Principal of high school	10
f. Alumnus of college	16
3. As a college student, when do you use a catalog most?	
a. Before registration	127
b. During session	10
c. During summer months	6

not mean that the appearance of the publicity material must be ultra-conservative or old-fashioned. It is, on the contrary, often desirable to use modern layout, new type faces and attractive photography. Such features, however, should be counterbalanced with quality in stock and good taste in type selection and arrangement.

According to Table I, Part 2, a great many people, besides members of the faculty, the student, and the prospective student, use the catalog. It is, therefore, important that attractiveness and readability, without a loss of dignity, be attained.

Table II lists in the order of their frequency the items for which the student looks when he receives a catalog. These were requested in the survey in order to help editors evaluate in their own publications those subjects which are considered of greatest importance. The three items mentioned most frequently are: courses offered, admission re-

quirements, and fees and tuition. Because of their importance, these items were included among the seven criteria used in the total evaluation of the individual catalogs.

How frequently does the student use the whole body of information which appears in a catalog? According to the summary in Table III some items to which catalogs devote considerable space are seldom or never used by the student. Of least interest to students is the material concerning the board of trustees, the officers of the college, fra-

TABLE II
THE LEADING ITEMS FOR WHICH THE STUDENT LOOKS
WHEN HE RECEIVES A COLLEGE CATALOG

LEADING ITEMS	ORDER OF FREQUENCY OF ITEMS NAMED					
	1st	2nd	3rd	4th	5th	Total
Courses Offered.....	49	26	23	11	5	114
Admission Requirements.....	44	26	12	5	6	93
Fees and Tuition.....	18	47	37	14	10	126
Curriculum.....	16	7	9	5	3	40
Faculty.....	3	10	9	13	12	47
Requirements for Degree.....	2	7	9	14	9	41
Student Activities.....	—	2	4	11	29	46
Buildings and Equipment.....	1	—	7	11	10	29
Location.....	2	1	7	4	4	18
Rating of College.....	5	3	2	6	3	19
Scholarships.....	—	—	4	5	2	13

ternal and religious activities, enrolment statistics, geographical distribution of students, alumni organizations, and activities and names of outstanding alumni. Of greatest interest to the student is information concerning the faculty, the accreditation and objectives of the college, student organization and activities, opportunities for physical recreation, housing and boarding facilities, tuition and fees, placement service for graduates, admission and graduation requirements, listing of required and elective courses in curriculum, description of courses of instruction and degrees awarded.

In a study made by Blauch,¹ he reports that in the catalogs of thirty-five colleges, 16 per cent of the space is devoted to statistics and lists of students. Reck,² in a recent report to the College Publicity Associa-

¹ Blauch, L. E., "A Means of Evaluating Catalogs of Educational Institutions," *Bulletin of the American Association of Collegiate Registrars*, Vol. VIII, No. 2, January 1933.

² Reck, W. E., "Rescuing the College Catalog," *The College Publicity Digest*, January 1937.

TABLE III
EXTENT OF USE OF FORTY-THREE SELECTED TYPES OF CATALOG
INFORMATION AS INDICATED BY ONE HUNDRED
FIFTY-THREE COLLEGE STUDENTS

TYPE OF INFORMATION	PER CENT OF CASES IN WHICH INFORMATION IS USED:				
	Al- ways	Often	Some- times	Sel- dom	Never
1. Table of contents.....	45	25	15	11	4
2. Calendar.....	30	25	32	11	2
3. Map of campus.....	8	11	32	29	20
4. Board of trustees.....	3	2	11	37	47
5. Officers of college.....	9	9	33	25	24
6. Faculty of college.....	29	35	26	7	3
7. Professional experience of faculty.....	24	27	26	17	6
8. Degrees and rank of faculty.....	24	28	31	14	3
9. History of college.....	16	20	31	29	4
10. Accrediment of college.....	60	18	14	6	2
11. Objectives of college.....	38	26	19	9	8
12. Location of college.....	49	21	14	9	7
13. Description of buildings and equipment.....	29	29	22	17	3
14. Financial resources (endowment, etc.).....	20	20	30	20	10
15. Size and arrangement of library.....	13	27	31	22	7
16. Number of volumes in library.....	14	21	24	27	14
17. Student organization and activities.....	42	34	19	4	1
18. Fraternities and sororities.....	19	24	26	19	12
19. Religious activities.....	14	21	27	21	17
20. Regulations for discipline.....	36	26	22	8	8
21. Student employment.....	35	22	20	15	8
22. Scholarships and loan funds.....	41	22	16	13	8
23. Health service.....	26	27	21	18	8
24. Lecture programs for students.....	28	31	19	14	8
25. Opportunities for physical recreation.....	38	30	20	10	2
26. Opportunities in music and art.....	18	25	33	13	11
27. Housing and boarding facilities.....	55	18	12	8	7
28. Relation of residence halls to school program.....	30	13	20	17	20
29. Tuition and fees.....	86	5	5	3	1
30. Placement service for graduates.....	54	27	11	4	4
31. Admission requirements.....	82	10	5	2	1
32. Explanation of registration procedure.....	48	25	15	9	3
33. Graduation requirements.....	77	11	7	4	1
34. Required and elective courses in curriculum chosen.....	87	8	5	—	—
35. Description of courses of instruction.....	77	16	6	1	—
36. Lists of degrees awarded.....	56	19	17	6	2
37. Lists of prizes and honors awarded.....	21	24	29	19	7
38. Enrolment statistics.....	12	16	35	26	11
39. Geographical distribution of students.....	7	11	32	33	17
40. Alumni organization and activities.....	1	9	35	30	25
41. Names of outstanding alumni.....	2	15	33	25	25
42. Index.....	51	21	17	6	5
43. Illustrations.....	41	19	21	14	5

tion, states that "Forty per cent of the state universities and 57 per cent of the institutions over 1,000 run student rosters in their catalogs; 80 per cent of the smaller institutions print such lists. Only three institutions, all of them in the less than 1,000 enrolment class, fail to print home addresses of students listed, but only 17 print the local addresses of out-of-town students and only five—and again they are in the under 1,000 class—indicate the fraternities to which their students belong.

"Sixty-seven per cent of the state universities who list students also indicate their majors. The same procedure is followed by 29 per cent of the schools of over 1,000 enrolment and 16 per cent of those under 1,000. A slightly larger percentage in each division also gives the degree for which the student is studying."²

According to the point of view expressed in Reck's report, it is desirable to publish in catalogs the names of students, their home addresses and curricula. For small institutions which do not publish student directories, such lists may be useful, but in large institutions they would be unwieldy and costly. From the point of view of those who participated in this investigation, all of the space devoted to them is a waste of time and money.

The editor should remember that the catalog is published chiefly for students and faculties, the parties between whom there is the most contracting in the business of education. The demand by bus and express companies for student lists at holiday seasons, the desire of insurance and publishing company representatives for the addresses and telephone numbers of faculty members should go unheeded in the preparation of the catalog. It is obvious that the editor cannot delete from the catalog all material in which the college student or the prospective student has no interest. Certain information must be recorded there for historical and reference purposes, and for the use of accrediting associations and contracting agencies.

The editor should, however, give prominence and clarity to those items of information which are of greatest importance to the catalog's most frequent users. Certainly the prospective student is more interested to know that before he can be admitted he must attain acceptable ratings on aptitude and English tests which will be administered in Old Main on Thursday, July 12, than he is concerned about the depth of the swimming pool at the south end.

The evaluations of respective catalogs are reported in Table IV.

TABLE IV*

COMPARATIVE RANKING ON A FIVE-POINT SCALE OF SEVERAL CATALOGS ON THE FOLLOWING SEVEN CRITERIA:

1. Clarity of statements concerning admission. 2. Clarity of statements concerning fees and tuition. 3. Clarity of statements concerning curriculum and degree requirements. 4. Readability and completeness of course descriptions. 5. Statements concerning extra-curricular activities. 6. Ease of finding information. 7. General appearance of bulletin. (Size, cover, format, readability, etc.)

CATALOG	RANK	PER CENT OF RANKING FROM FIRST TO FIFTH ON EACH OF SEVEN CRITERIA:							Total %
		1 %	2 %	3 %	4 %	5 %	6 %	7 %	
Adelphi College Catalog, 1935-36 N=21, 1st=2	1	9	9	19	14	9	5	14	12
	2	38	47	14	24	15	29	28	28
	3	24	24	43	33	33	33	38	33
	4	24	14	19	24	29	24	9	20
	5	5	5	5	5	14	9	9	7
Allegheny College 1935-36, Series 35, No. 2 N=18, 1st=3	1	33	34	11	20	17	39	55	33
	2	28	22	22	39	28	33	17	23
	3	28	22	45	11	22	11	11	24
	4	—	11	11	28	5	11	17	11
	5	11	11	11	22	28	6	—	9
Bucknell University Series 35, No. 1 N=15, 1st=7	1	33	40	40	60	40	67	40	45
	2	27	13	13	20	40	20	33	24
	3	—	13	27	—	—	13	20	13
	4	20	14	13	13	13	—	—	9
	5	20	20	7	7	7	—	7	9
Geneva College N=24, 1st=4	1	25	17	17	29	34	12	17	21
	2	21	17	25	17	33	17	25	2
	3	17	21	33	25	21	21	21	23
	4	25	29	8	21	4	12	16	17
	5	12	16	17	8	8	38	21	17
Lafayette College 1935-36, Vol. 30, No. 3 N=15, 1st=3	1	7	60	53	7	33	40	14	29
	2	20	20	27	20	53	33	53	33
	3	40	7	7	7	27	13	—	14
	4	13	13	7	27	7	7	20	13
	5	20	—	6	40	13	7	13	11
Muhlenberg College Catalog, 1936 N=11, 1st=3	1	27	18	27	46	9	9	18	22
	2	—	—	9	27	—	18	45	14
	3	37	45	9	9	37	36	19	27
	4	27	37	18	9	36	18	18	23
	5	9	—	37	9	18	18	—	14
Swarthmore College N=20, 1st=1	1	15	35	20	30	10	20	20	21
	2	45	25	30	25	10	25	25	26
	3	25	35	30	40	30	45	40	35
	4	5	—	20	5	30	10	10	12
	5	10	5	—	5	20	—	5	6
Wilson College Announcements, 1936-37, No. 1 N=20, 1st=8	1	45	65	50	50	30	30	50	45
	2	25	10	15	20	20	30	25	21
	3	20	10	30	10	35	15	10	20
	4	10	10	5	10	10	5	10	8
	5	—	5	—	10	5	20	5	6

TABLE IV (Continued)*

CATALOG	RANK	PER CENT OF RANKING FROM FIRST TO FIFTH ON EACH OF SEVEN CRITERIA:							Total %
		1 %	2 %	3 %	4 %	5 %	6 %	7 %	
Carnegie Inst. of Tech. N=21, 1st=1	1	24	38	14	38	9	5	5	19
	2	33	33	14	24	19	38	33	28
	3	19	10	29	10	14	5	33	17
	4	14	5	19	19	27	24	15	18
	5	10	14	24	9	27	28	14	18
Columbia University (Announcent of Columbia College) 1936-37, N=43, 1st=1	1	37	35	21	37	5	16	14	24
	2	28	21	28	23	11	21	26	23
	3	14	19	30	21	33	18	42	25
	4	14	14	2	7	14	19	9	11
	5	7	11	19	11	37	26	9	17
Georgetown University N=22, 1st=8	1	27	45	45	40	36	41	27	37
	2	32	23	23	9	23	18	14	20
	3	27	27	18	27	23	18	45	27
	4	9	5	5	14	—	23	14	5
	5	5	—	9	9	18	—	—	11
Mass. Inst. of Tech. 1936-37, Vol. 71, No. 4 N=19, 1st=10	1	58	58	55	68	58	57	47	57
	2	27	12	20	11	21	32	28	21
	3	5	20	15	11	16	5	11	12
	4	—	10	5	10	—	5	10	6
	5	10	—	5	—	5	—	5	4
New York University 1936-37, Vol. 36, No. 12 N=20, 1st=0	1	20	20	5	25	15	15	25	18
	2	25	35	65	25	25	10	30	31
	3	15	25	15	25	15	25	15	19
	4	15	15	5	5	10	25	10	12
	5	25	5	10	20	35	25	20	20
Temple University N=30, 1st=7	1	27	27	34	30	20	31	13	26
	2	27	37	24	40	20	34	40	34
	3	30	23	11	20	20	17	27	20
	4	13	3	11	3	17	14	20	11
	5	3	10	10	7	23	4	—	9
Univ. of Pennsylvania N=15, 1st=2	1	27	40	7	20	7	20	13	19
	2	20	27	20	13	13	33	30	21
	3	27	27	33	27	47	7	33	29
	4	13	—	20	20	13	27	7	14
	5	13	6	20	20	20	13	27	17
University of Pittsburgh N=17, 1st=5	1	29	12	29	18	47	18	35	27
	2	23	35	24	35	18	23	24	26
	3	12	35	29	18	23	47	35	29
	4	18	12	12	6	12	12	6	9
	5	18	5	6	23	—	—	—	9

* Ratings are available on catalogs for the following additional institutions: Alfred Univ., Drew Univ., Franklin & Marshall College, Middlebury College, Mt. St. Joseph's College, Thiel College, Union College, Fordham Univ., and Syracuse Univ.

Because of the limited number of ratings which would have been given each catalog, it was unwise to include all of the institutions in the middle states area. Consequently, the committee arranged various groupings of publications on the basis of type and size of college, and general quality of the bulletin. After the ratings were charted it was necessary to eliminate more than half of these catalogs because of the limited number of ratings available. Table IV reports only those catalogs which were rated by 15 or more individuals. It is important to note that all items were scored on a five-point scale, and that the ratings were made of groups of five catalogs, each of which represented institutions of a similar nature. These ratings were then listed and a percentage of the total distribution was computed. The table is interpreted as follows: The Adelphi College Catalog, 1935-36, was rated by 21 persons. Of these, 2 considered this bulletin the best publication of its group. On criterion 1, clarity of statements concerning admission, it was ranked first by two persons or 9 per cent of the scorers; on 2, clarity of statements concerning fees and tuition, it was ranked first by two persons or 9 per cent of the scorers; on 3, clarity of statements concerning curriculum and degree requirements, it was ranked first by four persons or 19 per cent of the scorers; on 4, readability and completeness of course descriptions, it was ranked first by three persons or 14 per cent of the scorers; on 5, statements concerning extra-curricular activities, it was ranked first by two persons or 9 per cent of the scorers; on 6, ease of finding information, it was ranked first by one person or 5 per cent of the raters; and on 7, general appearance, three persons or 14 per cent ranked the catalog first. The total evaluation is computed by adding the columns for each catalog horizontally. In general appraisal, then, the catalog received seventeen, or 12 per cent, of the one hundred forty-seven possible first places; forty-one, or 28 per cent of the possible second places; forty-eight, or 33 per cent, of the possible third places; thirty, or 20 per cent, of the possible fourth places; and eleven, or 7 per cent, of the possible fifth places.

Because of their departure from the orthodox style in organization and layout, the publications for Massachusetts Institute of Technology and Middlebury College were included in the study. The former was grouped with a set of engineering school catalogs and the latter with liberal arts colleges. The low rating received by publications of Carnegie, Columbia, New York University, and Pennsylvania do not give

a true evaluation of these catalogs, since some of the information which was lacking in the particular issues included in the study is included in separate publications which contain much of the general information about the institution exclusive of curricula and courses.

This, of course, raises the question of the inconvenience to the prospective student and the student in course when usable information is distributed in several publications. The high approval given the catalog of the Massachusetts Institute of Technology is deserved, in spite of the fact that its size presents a filing problem and its elaborate layout might be a budgetary problem for some institutions.

The validity of the findings presented in Table IV might be challenged, first because of the tendency for the scorer to follow down or across a rating sheet which uses a graduated five-point scale. The variance in any column of Table IV for any particular catalog reflects a degree of selectivity on the part of the scorer. The second criticism might question the carefulness and objectivity with which a student would examine and evaluate a set of college publications. The fact that few scorers cited as outstanding the catalogs of their own institution suggests a degree of objectivity in rating. The following comments volunteered by raters also indicate a critical evaluation. These comments were cited concerning the bulletin which was judged outstanding in a group:

Pennsylvania College for Women: I prefer this catalog because it is easy to find the material you are looking for. I find, in general, that its statements are clearer and more concise than the others. The admission requirements are definitely set down.

Middlebury College: 1, Arrangement of information is clear; 2, the cuts are good and add to interest and appearance of catalog; 3, the bulletin seems to present a complete picture of the college and its work.

Geneva College, Beaver Falls, Pa.: Clear, concise statements; easy to read, legible print, tabular form, a few illustrations, neat cover (but personally do not care for color).

Bucknell University: 1. Print most readable; 2. divisions are clearly separated; 3. full index as well as table of contents; 4. subject headings at top of pages; 5. generally clearest in statements.

Allegheny College: Convenient size; small, neat type of lettering; attractive cover; compactness and clarity of contents; complete information; attractive illustrations; general attractiveness.

University of Pittsburgh: 1. Descriptive titles of courses are understandable and really descriptive. Supplementary descriptions are brief and to the

point. 2. Categories are well arranged and easy to find. 3. Print, paper and arrangement of page are pleasant and readable. 4. Grading system is thoroughly explained. 5. Student activities are well described.

Rensselaer Polytechnic Institute: It has an index, facilitating the location of material. The paper is unglazed. The type, although too close in many instances, is not too small. The courses are inadequately described. The cover is well designed.

Massachusetts Institute of Technology: Interesting layout, paper and type size make reading it a pleasure. Plenty of space, noticeable lack of crowded lines, etc., found in the usual catalog. Impressive, complete, interesting because of the many diverse illustrations.

Goucher College: 1. Clarity, simplicity, coherent arrangement; interesting presentation of conventional college requirements, giving clear understanding of the College's aims and methods of achieving them. 2. The Goucher bulletin combines necessary details of entrance requirements, etc., with interesting facts about "the professional experience of the faculty" and about the library. 3. I liked the Goucher College catalog best. The print on the pages is larger than that of most of the other catalogs; the catalog is well indexed, and each paragraph has a heading in heavy black type, making it easy to find things.

Some sample criticisms offered by the students concerning college catalogs in general were:

1. College catalogs are usually unattractive, having little to make the prospective student think he will really like the place. A catalog could be made up with illustrations and descriptions such as a handbook uses.

2. Too far removed in good style from actual college atmosphere; are too formal, do not give a true picture of the college.

3. They are unattractive, courses are not described fully enough, and there is not enough information about regulations—social and academic. Living costs are always underestimated.

4. I have difficulty in finding in college catalogs a complete description of a course.

5. In general, I do not think that college catalogs are fair to the prospective student in that they are not explicit enough about financial obligations. They should not be afraid to explain financial duties exactly and definitely. Then, too, I think they often misrepresent in a subtle way aspects of their college, for instance, its luxurious buildings.

6. They are generally too dry and dead looking. Everyone likes pictures, and there are generally not enough of them. Courses and requirements are often presented in a complicated and confusing manner.

Upon careful examination of Table IV it appears that, of the bul-

letins included in this study, the student scorers considered those published by Bucknell University, Wilson College and the Massachusetts Institute of Technology superior in respect to the criteria listed. It is interesting to note that the first two of these violate some of the principles suggested by Table III. Each devotes considerable space to the listing of the names and addresses of students. The monotony of the type in course descriptions, that is, the lack of variation in size and face, is also quite obvious. The absence of a running head in the Wilson catalog prohibits its classification as a fully completed book. In spite of its size, the Massachusetts Institute of Technology catalog is a well-organized and attractively arranged bulletin. Its pictures are well chosen and its selection of type faces is very acceptable. It provides air and margin on most of the pages, although more contrast in type could be used in the course description section.

The committee selected the publications of Columbia University as the best examples of good typography. The treatment provides a readable page without sacrificing too much space, and the course description pages are excellent. The inadequacy of course descriptions was frequently mentioned by the student raters.

Although it is not consistent in its treatment of course descriptions, the engineering catalog of the Carnegie Institute of Technology has some very excellent examples of adequate course descriptions. The appearance of these pages could be greatly improved, however, by employing a variety of type.

SUMMARY

In summary, then, it appears that even though there is a difference of opinion between the ratings presented in Table IV and the evaluations of the committee, there is agreement upon some weaknesses which are present in most catalogs. Some of these are suggested by Tables II and III and by several of the comments which are presented herein.

These weaknesses might be overcome by the observation of several simple rules in catalog construction. They are:

The Organization of the Catalog

1. Avoid verbosity and indefiniteness. The catalog should contain clear and concise statements concerning admission, fees and general costs, courses and curriculums, and extra-curricular activities.
2. Check the course descriptions. They should be full and explanatory.

The use of bold face type for the course title and six-point type for the descriptive material seems to be preferred. Allow plenty of air between courses.

3. Be sure to include an index.

The Format

1. Give the type plenty of air. Maintain a maximum margin on all sides of the page and break up solid copy with headings and leaded paragraphs.

2. Type ranging in size from eight to twelve points will respond well to catalog treatment. The size and the leading depend entirely upon the amount of copy on hand. There are many good type faces; the preferred seem to be Bodoni, Caslon, Garamond, Kenntonian, Modern and Granjon.

3. Use contrasting types as much as possible when prominence for an item is desired. It is well, however, to adhere to the same type face.

4. Have a masthead for each page referring to the subject matter on that page. This helps the reader to locate the subject matter he is seeking.

5. Consider the inclusion of photographs. Many students like a few photographs in the catalog to give a feeling of informality.

6. Avoid glossy paper. A white or buff with good rag content is preferred.

—Volume 13, Number 3

LIBERALIZING ADMISSION REQUIREMENTS

K. J. HOKE

STUDENTS of the practices of accrediting agencies are realizing that standardization in our American system of education, while serving a useful purpose in the past, has reached a stage which is omitting some very essential values in education. Emphasis upon such factors as the size of classes, the amount of training for teachers in terms of credits, the number of entrance units, the size of laboratory and library, and the amount of financial support has made form for many people become an end in itself. The form through which values express themselves, rather than the values themselves, has become the criteria by which educational accomplishment is measured. Emphasis has been placed upon quantitative values at the sacrifice of qualitative values.

In much of our educational endeavor today we see efforts directed toward the education of the whole individual; efforts to see the union of body, mind and spirit in a continuous and on-going stream; efforts to see and direct those qualities in the individual whereby his potentialities are revealed and adjustments with his environments can be made. These potentialities express themselves in the power of self-evaluation, in the power to face present problems in terms of causes or forces which have their roots in the past, and in the power to formulate, out of the past and the present, a future course of action.

In our secondary schools there are teachers with sound scholarship, keen analytical minds, and skill in the direction of learning who are understanding and directing those qualities in the individual which reveal his potentialities.

Likewise, in many of our colleges there are professors who are conceiving higher education to be something more than "more of the same thing—more truth, more technique, and more value." While in no way neglecting the importance of comprehensive knowledge of subject matter, they conceive the distinguishing features of higher education "to be a new attitude toward subject matter, an attitude which engages a student in rethinking his heritage." Here again the teacher is endeavoring to understand and direct those qualities in the individual which reveal his potentialities.

Hence, the secondary school and the college are beginning to see

the growth of the individual from secondary school through college as a continuous, unfolding process. In order to obtain such growth the secondary school and the college must go beneath the usual form of grades, units and credits; they must reach those powers which represent the potentialities of the individual.

To this end admission to college must include not only scholarship grades but also other factors which represent the student's capacity to do intellectual work on a college level. This means that college admission will call for fewer specified admission units; it will give greater consideration to continuous work in subjects of the secondary school curriculum. It will also require information from the teaching force which will show the student's interest and capacity in such forms as the power of self-evaluation, the power to face present problems in terms of causes which go back into the past, and the power to secure and organize information. Such a concept of the growth of an individual represents a full recognition of the principle that no one subject or a limited number of subjects is the sole criterion for the prediction of success on the college level. It also presupposes that the college will offer and give credit for those courses which the student will need and which the college wishes to perpetuate through its curriculum as a desirable heritage.

There are a great many colleges in the South which admit students on high-school graduation irrespective of specified high-school units. This is a step toward the liberalization of college admissions, but it still leaves the student with a handicap. Under this practice a student may be admitted to college without a foreign language. He will therefore be required to take in college more language than would the student who enters with two or three units from the high school, and he will not receive college credit for that portion of his college work which will be transferred to complete his high-school deficiencies.

Fundamentally, this principle is wrong. If a student demonstrates on the basis of his high-school graduation that he has the ability to achieve on the college level, his achievement should receive college recognition. Accordingly, there are some colleges throughout the South which admit students on their high-school graduation certificate but which give considerable attention to the program which the student has taken during his preparatory work. A high-school record which shows from three to four years of work in sequential courses will receive consideration over a high-school record which shows one or two units in

many scattered courses. Unity in a high-school student's program is a matter of considerable importance. In addition, colleges are beginning to place much emphasis upon records which show attitudes, interests, objectives, and capacity for leadership.

It is true that this movement involves consideration of values which are exceedingly difficult to determine, but if the same amount of time and energy is given to the recognition and development of such values as has been given to the determination of what subjects should determine college admission, there is reason to believe that the needs of individuals will be more adequately met, that more intelligent instruction can be given, and that fewer misfits will be found in colleges. It is significant that in those colleges which have attempted to liberalize their admission policies, the result has been a more carefully selected group of students. Such a policy has in no way lowered admission standards, and it has given the admission officer a freedom in selection that has been almost universally satisfactory.

More and more colleges in their admissions policies are beginning to think in terms of the whole man rather than of one phase of his growth. This emphasis upon qualities of personality and growth gives much promise.

—Volume 13, Number 3

A LETTER TO REGISTRARS

M. E. Gladfelter, Editor,
Journal of the American Association of Collegiate Registrars,
Philadelphia, Pennsylvania.

MY DEAR SIR:

I AM PLEASED to know that the 1938 Convention of the American Association of Collegiate Registrars will be held in the South.

My experience as Registrar at Agnes Scott College during the period 1915-1923 gives me a very deep interest in the work of the registrar and your Association. It is with a great deal of pleasure, therefore, that I submit to the JOURNAL this informal letter, which will present my observations of registrars while serving on a committee of Southern Association of Colleges and Secondary Schools. This group of observers is the Committee on Triennial Reports of Institutions of Higher Learning. It was made a permanent committee in 1926, and its personnel has been remarkably stable.

When the work of careful inspection began, the Committee was quite shocked at the poor form in which most reports were sent in. We learned that the great majority were made out by the registrar under general instructions of the president. This led to an investigation of the registrars of the 132 colleges and universities of the Southern Association. It was surprising to find the many cases where the office of registrar was filled by an overworked professor who gave only a few hours per week to supervise a poorly equipped office. Many of them did not have secretaries and conducted business in long hand. In other institutions, we found that the secretary to the president bore the title of registrar. In relatively few colleges or universities was there a full-time officer of high rank on the staff who was operating with a full corps of satisfactory helpers. The average remuneration for the registrar in the Southern Association was about \$1700, placing his position approximately on the level of an instructor as far as the salary was concerned. In less than half of the institutions was the registrar a voting member of the faculty.

The Committee on Triennial Reports has consistently criticized any institution that has not given reasonable emphasis to the office and that has not provided the registrar with a satisfactory rank and salary.

We would take no credit for the development that has occurred during the last ten years; but there have been notable changes. In nearly all of the 132 institutions of the Southern Association the registrar is now a voting member of the faculty. While the Committee has not gathered specific data regarding committee work of the various faculties, a casual checking of the catalogs indicates that the registrar serves on many important faculty committees in most colleges and quite often holds more such positions than any other member of the staff. The average salary of the registrar has almost doubled during the ten-year period in spite of the depression and its financial casualties. The average is now approximately \$3300, placing the position of registrar on an equal financial basis with that of the professor in most of our institutions.

In recent years the Committee has been pleasantly impressed with the registrars who have appeared in person to give information, for they have been quite as well informed about institutional matters as deans or even presidents, and frequently they are more accurate than the latter.

Registrars have suffered more than any other officers in our territory as a result of the various "studies" that we have made, for many of these have centered in their offices. On the whole, our recent requests (many of which were perhaps unreasonable) have been promptly and efficiently met. We would not have dared to suggest some of these with the staffs as they were ten years ago.

One of the largest tasks assigned to the college or university offices was a study of the academic work of every athlete in the 132 member institutions. We requested transcripts of the complete entrance records and college achievements for all students who participated in any inter-collegiate contest during an entire session. It involved more than 8,000 reports, which were promptly and accurately, as far as we could judge, prepared. In a few cases photostatic processes were used, but generally the records were done by hand. This study ought to yield some interesting results in curriculum testing and in other allied fields.

There is another burden which the Committee is passing on to the registrars in our region and about which we are encouraged. We have come to feel that the only real test of the work and worth of an institution is the *product*, as exemplified by the alumni or alumnae. We have believed that every other test could be dropped and all objective measurements displaced if we might get accurate information as to the

graduates of various schools. For several years, we depended upon Alumni Offices for our data, and we were sorely disappointed at the results, for the information was not prompt, was incomplete and inaccurate. We rate our alumni and alumnæ secretaries highly for many services, but not for this one. In the last three years, we have been turning to the registrars and laying upon them the duty of collecting and reporting information about all graduates, working with the alumni, but assuming responsibility to us for the facts reported. It may take a long time to get the results, and it may not be the proper duty of the registrar's office, but we have had excellent co-operation thus far.

Another valuable service which has been rendered by registrars and which has been observed by the Committee is the keeping of grades by classes, by departments and by individual institutions. The making of such data available for all the faculty so that each teacher may measure his results on a comparative basis has proved very efficacious in getting better grading and possibly better teaching.

It has been my privilege to visit personally about half of the colleges and universities in our territory, and I have been interested to note how frequently the registrar directs the personnel and counselling activities of the institution. In many cases this is not an assigned duty but comes about as a result of knowing the students better and earlier than most of the staff, so that the young people themselves bring their problems to the registrar. In many cases the distribution of scholarships and N.Y.A. help is administered by the registrar.

These are but scattered illustrations of the ten-year development. We are far from perfection in any field of education in the South, and there is much yet to be accomplished in training registrars and in getting them to function efficiently. There is also much room for improving salaries and in furnishing equipment and adequate help for these officers. However, as you come South for your next annual meeting, you may rest assured that you will visit a section of the country which has witnessed a fine growth in the fields in which you are interested; and your visit will doubtless stimulate even more the desire to have registrars assume a larger part in making the educational program of the country.

Wishing for you a very profitable and interesting conference, I am,

Cordially,

J. R. MCCAIN, *President*
Agnes Scott College

REPORTED TO US

ARTHUR H. LARSON, Vice-President of the Association, who is in charge of membership, reports that since July 1, 1937, thirty-five new members in the Association have been received. The following have been admitted since October 1:

Beulah Pocock, Registrar, Friends University, Wichita, Kansas (Reinstatement).

Frank D. McClelland, Director of Personnel, Maryville College, Maryville, Tennessee (Reinstatement).

Alfred A. Johns, Registrar, Rochester Athenaeum and Mechanics Institute, Rochester, N.Y.

Mrs. Hazel C. Quantin, Registrar, Packer Collegiate Institute, Brooklyn, N.Y.

Delia G. Ovitz, Librarian, State Teachers College, Milwaukee, Wis. (Reinstatement).

Betty Blocker, Registrar, University of Chattanooga, Chattanooga, Tenn. (Reinstatement).

Augusta Gardiner, Associate Registrar, Ursuline College, 2635 State St., New Orleans, La.

Theodora Wirak, Registrar, Southern Junior College, Collegedale, Tenn.

Mabel E. Parker, Registrar, State Teachers College, Bemidji, Minn.

Irene Hines, Registrar, Cleary College, Ypsilanti, Mich.

A. C. Shelton, Registrar, State Teachers College, Jacksonville, Ala.

M. Regina, Registrar, Marymount College, Tarrytown-on-Hudson, N.Y.

Howard A. Knag, Deputy Recorder, Queens University, Flushing, N.Y.

Keuka College, Keuka Park, N.Y., has appointed Dr. Chloe Owings to the position of Student-Faculty Consul. This new office is set up "to study, continuously, through day by day contacts with students and faculty the most effective means of coordinating the responsibilities of community daily living with the equally important function of helping the student to learn to think and to acquire knowledge, to know and to understand the prerogatives of faculty members and the desires and capacities of each to contribute to the development of the individual student; to know each student individually and to learn as much as possible about her abilities, capacities, and desires for her own personal life and for rendering service to others; and to use all the facilities of the College in the way that holds the greatest promise for developing the individual student for happiness and service in responsible citizenship."

Temple University will hold its fourth annual Career Conference for

Secondary Students on Saturday, April 9. Approximately 1,700 juniors and seniors from secondary schools in four states will attend the general meeting and the thirty-eight group conferences, over which preside experts from neighboring educational institutions, commerce and industry.

Susquehanna University will celebrate in June, 1938, the eightieth anniversary of its founding and the tenth anniversary of the inauguration of President G. Morris Smith.

On January 31, 1938, Rockhurst College formally opened the new classroom building which was just completed at a cost of \$225,000. The building houses library, science laboratories, and classrooms for 350 students. This is the first unit in the new building program. The new field house is under construction and will be completed in June at an estimated cost of \$100,000. The funds for this program have been secured by popular subscription in greater Kansas City.

In the Fall of 1938 Rockhurst will inaugurate a new divisional system of organization and curriculum. A modified form of survey course will be introduced into the five divisions of Natural Science, Social Science, Language, Philosophy and Commerce. Emphasis will be placed on four years of broader, more general education in the divisions rather than the more specialized work of departmental study.

The State Council of Education for Pennsylvania, at its December meeting, approved a recommendation effective February 1, 1943, of four years of academic and professional preparation as the prescribed minimum education for elementary teachers. While certain school districts in Pennsylvania now require four years of preparation of their elementary teachers, the Department of Public Instruction suggested that sufficient time should be allowed before the new regulation becomes effective.

An Office of Education study of receipts and expenditures reported by more than 300 higher education institutions indicates that practically all colleges and universities suffered decreases in receipts from 1929-30 to 1933-34, but that receipts have increased steadily since 1933-34.

Expenditures for educational and general purposes climbed in 1931-32 to 12.4 per cent above the total reported for 1929-30. In 1933-34 there was a drop to 3.9 per cent below the 1929-30 total. But by 1936-37, reports show, there had been another increase in college and university spending to 12.9 per cent above the 1929-30 level. Expenditures for new buildings, grounds and equipment dropped sharply during the depression period. While they have increased very slowly, they are still 36.2 per cent below the high point reached in 1929-30.

A grant of \$200,000 from the General Education Board for a five-year study of teacher education has been received by the American Council on Education, as announced in Washington on February 11 by Dr. George F. Zook, President of the Council. Special projects growing out of the general study will necessitate additional subsidy. The study will be directed by Dr. Karl W. Bigelow, of Teachers College, Columbia University, at the headquarters of the American Council on Education in Washington. General responsibility for planning the project will be placed in an advisory committee, whose chairman will be Dr. Payson Smith, of Harvard University, formerly State Commissioner of Education in Massachusetts. This committee and the staff will work under the auspices of the American Council on Education.

During the past year Mrs. Emily F. Abbey Gill, of Springfield, gave \$240,000 to Mt. Holyoke College for the enlargement and remodeling of its chapel, and \$100,000 for the endowment of the building. The College also received almost \$300,000 in scholarship gifts. In this amount is included a scholarship endowment fund of \$100,000 from an anonymous donor.

A reconstruction of the curriculum of Juniata College, including a complete revision of the freshman program, effective next fall, was announced recently by Dr. Charles C. Ellis, president. This change in curriculum is being effected in an effort to relate more closely the instruction of the several departments, and in order that the work of the College as a whole might be more unified and coherent.

Four new courses have been developed for the first semester of the freshman year, calculated to chart the whole area of higher education. Three of these courses provide an integration in the Arts and Humanities, the Social Studies and the Sciences, while the fourth course will be an introduction to the mechanisms of the mind and the psychology of learning.

Baldwin-Wallace College (Ohio) has instituted a comprehensive examination plan by which each senior is required to pass, with a grade of C, a comprehensive examination in his major subject.

On Friday and Saturday, February 3 and 4, George Peabody College for Teachers and Vanderbilt University joined in a unique and significant ceremony. Each institution installed a new president. Dr. S. C. Garrison was inaugurated President of George Peabody College and Dr. O. C. Carmichael, Chancellor of Vanderbilt University.

The Committee on Policies and Practices at West Virginia University made an extensive study of general courses in the fields of Humanities, Physical Sciences, Biological Sciences and Social Sciences. As a result of these studies, syllabi have been prepared for general courses in Humanities,

Physical Sciences and Biological Sciences and a syllabus is being prepared in the Social Sciences. A general course in Humanities was offered for the first time at the beginning of the present year. General courses in Physical Sciences and Biological Sciences and possibly the general course in Social Sciences will be offered next year.

Newark College of Engineering recently received a bequest of library, laboratory apparatus, and a fund for their care from Dr. Edward Weston. This gift includes approximately 12,000 bound volumes, 65,000 pamphlets and a \$50,000 fund.

ON TUESDAY, November 23, the *College Registrars and Admissions Officers in the State of New York* held a conference in the Men's Faculty Club of Columbia University. Discussion centered about fifteen stated questions which concerned the work of these officers, with particular reference to them in the State of New York.

The luncheon address was given by Dr. Harlan H. Horner, Associate Commissioner of Education in the State of New York. The following committee was in charge: Henry G. Arnsdorf, New York University; John J. O'Connor, Fordham University; Edward J. Grant, Columbia University.

The annual meeting of the *Oklahoma Association of Collegiate Registrars* was held in Oklahoma City on Thursday, February 10. At the morning session Broun H. Mayall, Registrar, Oklahoma College for Women, presented a paper on "The Registrar's Part in Curriculum Changes." In addition, President Henry G. Bennett, Oklahoma A. and M. College, spoke on "What a College President Expects of the Registrar."

The afternoon meeting was organized into a panel in which the following topics were discussed: "Co-operative Plan for Testing High School Seniors"; "Place of the Registrar in the Guidance Program"; "Some Things That Many Registrars Want to Know"; "What Is to Be Expected of the College Office of Admission and Graduates by the P. E. A. and N. C. A."; and "Interpretation of the Certification Requirements."

E. H. McCune, Registrar, Southeastern Teachers College, was Chairman of the meeting.

The following officers were elected for the coming year: Chairman, Registrar J. E. Fellows of the University of Tulsa; Secretary, Corinne Nihart, Oklahoma City University.

The *Eleventh Annual Meeting of the Nebraska Registrars* was held Friday, November 5, 1937. Chancellor E. A. Burnett extended a cordial welcome to the group and gave a short talk about the work of the registrar in registration, the evaluation of credits and record keeping. Dr. A. A.

Reed, University Examiner of the University of Nebraska, gave a very entertaining talk on "Work of the Advanced Standing Committee." Miss McDermott, Registrar, Creighton University, reported on "Practices Followed by Nebraska Colleges in Collecting and Reporting Grades." In the afternoon Sophia M. Uhlken, Registrar, State Normal College, at Chadron, gave a talk on "Non-Academic Records." Miss Uhlken was particularly well equipped to give such a speech, since the Teachers College at Chadron has within the past few years installed a new personnel record blank. Mr. Rosene, Director of Certification of the State Department, gave a very enlightening address on "The New Certification Laws." As Nebraska is having a complete new certification set-up going into effect the first of September, 1938, this speech was very timely. In the evening the University of Nebraska gave a complimentary turkey dinner to the group. Music was furnished by University students, and an address was given by Dr. O. H. Werner, Professor of Education, University of Nebraska, on "Educational Reforms Abroad."

Eighteen institutions were represented by thirty-six registrars and their assistants.

The officers elected for the present year are: P. W. Hansen, Registrar, Dana College, Blair, Nebraska, President; Hazel Sloniger, Registrar, Wesleyan University, Lincoln, Nebraska, Vice-President; and Edna Hewitt, Assistant Registrar, University of Nebraska, Secretary-Treasurer.

Forrest J. Agee, Registrar and Director of Student Activities, Texas College of Mines and Metallurgy, is initiating the organization of a Tri-State Registrars' Association for West Texas, New Mexico and Arizona. Seventeen institutions located in this area have been invited to participate in the organization. Sixteen have already indicated an interest in the development of a program for the 1938-39 session.

SUSAN HOLLERAN has resigned as Registrar of Elmira College. Beginning on July 1, Eleanor L. Stevens will be Acting Registrar.

The trustees of Smith College have granted Registrar Joy Secor a leave of absence for the current semester. She is taking a trip around the world.

Caroline B. Greene, who is now Registrar Emeritus of Mount Holyoke College, and who is an honorary member of the American Association of Collegiate Registrars, was awarded the College alumnae medal of honor. During last year she headed the Committee on Invitations to the Centennial Celebration.

Sister Eucharista, Registrar of The College of St. Catherine, St. Paul,

Minnesota, since September, 1929, became President of the College last September. Sister Helen Margaret has been appointed Registrar.

J. B. Speer, Registrar and Business Manager of Montana State University, will give a paper on the subject of "Problems of Filing in University Administrative Offices" at the annual meeting of the Association of University and College Business Officers, to be held July 27 and 28 at the University of Wyoming, Laramie, Wyoming. Mr. Speer has been Registrar and Business Manager at Montana State University since 1920 and has taught a course in principles of organization and management. Mr. Speer is developing a subject file classification suitable for educational institutions.

L. E. Solomon, Registrar of Oklahoma Baptist University, has been appointed Registrar and Dean of Liberal Arts. Mr. Solomon has been connected with the institution for fourteen years.

W. C. Smyser, Registrar of Miami University, represented the American Association of Collegiate Registrars at the meetings of the American Council of Guidance and Personnel Associations at Atlantic City on February 22-26, and was elected Vice-Chairman of the latter organization for the forthcoming year.

Mrs. Martha Stackhouse Grafton, former Registrar, has been made Dean of Instruction of Mary Baldwin College. Marguerite Hillhouse, former Assistant Registrar, has been made Registrar of the College.

S. L. McGraw, Registrar of Concord State Teachers College, Athens, West Virginia, is Chairman of the Committee on Mathematics, which is a part of a larger study which concerns the reorganization of teacher education in that state.

Robert H. Jones, Registrar of Winthrop College from July 8, 1927, to July 1, 1937, died December 28, 1937. He was succeeded by John G. Kelly, former State High School Supervisor of the South Carolina State Board of Education.

Richard Vorheis, formerly Secretary to the President of Southwestern State Teachers College, Weatherford, Oklahoma, became Registrar of that institution on September 1, 1937. J. S. Dobyms, former Registrar and Financial Secretary, is now devoting full time to the position of Financial Secretary.

Merle S. Kuder succeeds Nora B. Cummins as Registrar of Western Washington College of Education. Miss Cummins is at present Acting Dean of that institution. Mr. Kuder, who has recently published a study, "Trends of Professional Opportunities in the Liberal Arts College," is

inaugurating a thorough-going student personnel program. This program includes a cumulative record system, and also additional provisions for testing and personnel study. A freshman class in "Career Planning" is now conducting a personnel study of elementary school principals in Western Washington.

Patrick Miller has become registrar of the University of New Mexico to succeed Mrs. Alice O. Greiner. Mr. Miller was Bursar of the University for the last eight years.

The Wilson College board of trustees has appointed Miss Margaret C. Disert, Registrar and Adviser of Freshmen for ten years, to the post of Dean, effective July 1. She will take the place of Miss Lillian M. Rosenkrans, who is retiring. Miss Disert is a native of Waynesboro and received her A.B. degree from Wilson in 1920 and her A.M. in Mathematics at Columbia University.

Miss Sophia M. Uhlken, former Registrar of the Nebraska State Teachers College at Chadron, resigned on January 1, 1938, to become Mrs. Gerald L. Whiting. Mr. A. E. Kent, Registrar of State Teachers College at Minot, North Dakota, succeeds Miss Uhlken at Chadron, and Mr. Thomas Jenkins, of the Industrial Arts Department, succeeds Mr. Kent at Minot.

BOOK REVIEWS

EDITOR'S NOTE: With this issue Roy W. Bixler, who for six years has been editor of the Book Reviews section of the JOURNAL, retires from the staff. The Editor wishes to express his sincere appreciation for the distinguished service Mr. Bixler has rendered to this publication and to the American Association of Collegiate Registrars in the development of the present policy and program of the JOURNAL.

THIS TIME, for a change, brief notes on a larger number of books have been substituted for the customary reviews. These are books that the review editor has found helpful in developing a working knowledge of the most significant current issues in education.

PHILOSOPHY

Education and the Philosophy of Experimentalism, Childs, John L. New York: the Century Company, 1931. Pp. xv+264.

A critical and constructive discussion of the developing philosophy of education in this country, to which the most fundamental contributions have been made by Charles S. Pierce, William James and John Dewey. The movement is generally known as "Pragmatism," and Dewey's philosophy is frequently referred to as "Instrumentalism," but Dr. Childs believes that "Experimentalism" is more in harmony with the character and temper of the new philosophy.

The book interprets Dewey and lays a foundation for thinking of the relation of education to the rapidly changing social order.

PSYCHOLOGY

Seven Psychologies, Heidbreder, Edna. New York: D. Appleton-Century Company, 1936. Pp. vii+450.

Written for the general student of psychology who wishes to understand the differences among the several schools of thought in the field. While the seven systems of psychology discussed are not all of the schools of thought in psychology, they are without doubt the most important ones. The descriptions of behaviorism and *Gestalt* psychology are especially good.

The Laws of Human Nature, Wheeler, Raymond H. New York: D. Appleton and Company, 1932. Pp. xiv+235.

A general view of the organismic approach to educational psychology, which is fundamentally an application of *Gestalt* psychology

to the learning process, although the organismic concept had wide acceptance in the biological sciences before it was applied in educational psychology. The stimulus-response bond psychology, in fact, all of the so-called atomistic psychologies, are being outmoded by this newer concept which treats behavior as a whole-organism response, so thoroughly integrated that it cannot be broken down into discrete stimulus-response elements.

CURRICULUM

The Changing Curriculum, Harap, Henry, and others. New York: D. Appleton and Company, 1937.

An analysis of current curriculum thinking which reveals, unmistakably, the influence of the report of the Commission on the Social Studies. "Widespread acceptance of the view that the social purpose of education is to educate for the reconstruction of American life, through democratic processes" was a most significant finding of the study. Practically no voice was raised in support of education for the *status quo*.

The book also furnishes a guide for the understanding and organization of a functional curriculum and illustrates the application of the organismic psychology to the process of curriculum building.

Foundations of Curriculum Building, Norton, John K., and Norton, Margaret A. New York: Ginn and Company, 1936. Pp. x+599.

The Nortons have analyzed literally thousands of curriculum investigations and have selected the most significant ones, co-ordinating them and focusing them on practical curriculum problems. The book is most valuable for those who are working on curriculum committees, but one who wishes to feel out the trends as indicated by research can save much time by reading it. In fact, without such a book the general student of the curriculum would soon bog down in the morass of reports.

FINANCE

Paying for Our Public Schools, Cyr, Frank W., Burke, A.J., and Mort, Paul M. Published by the International Textbook Company, Scranton, Pennsylvania, 1938. Pp. x+197.

The newest book on educational finance, and the most readable, for it is addressed primarily to the lay reader. It is as non-technical as such a treatise can be made and is illustrated by many pen drawings

and photographs which speak volumes. The statistics are presented almost exclusively in graphical and pictorial form.

Health, Wealth, and Children, Norton, John K., and Norton, Margaret A. Bureau of Publications, Teachers College, Columbia University, 1937. Pp. xvii+100.

This little book is especially interesting in view of the President's recent message to the Congress on federal support of education. It is a study of the relative ability of the states to support education. Gross inequalities were of course found, which will probably continue until we develop a national program in line with the current economic situation.

STUDENT PERSONNEL

Behavior and Background of Students in College and Secondary Schools, Strang, Ruth. New York: Harper and Brothers Publishers, 1937. Pp. xiv+515.

An assembling and interpretation of the most important studies of the physical characteristics, intelligence, achievement, personality, attitudes, interests, etc., of young people of high school and college age. The personnel worker interested in a specific problem in any of these areas will find here his library work done up to 1937.

Counseling Technics in College and Secondary School. Strang, Ruth. New York: Harper and Brothers Publishers, 1937. Pp. x-159.

A summary of investigations relating to the administrative aspects of personnel work, thus supplementing the volume described above.

The two Strang books, with the 1934 book, *Personnel Development and Guidance in College and Secondary School*, do for the personnel worker what the Nortons have done for the curriculum worker in *Foundations of Curriculum Building*.

ADULT EDUCATION

Adult Education in Action, edited by Mary L. Ely. Published by the American Association for Adult Education, 60 East Forty-second Street, New York, 1936. Pp. xix+480.

A compilation of condensed versions of one hundred and sixty articles that have appeared in the *Journal of Adult Education* since its founding in 1929. No unified program is presented or described. Thus it reflects accurately the spirit of this rapidly growing movement.

Adult Education: A Dynamic for Democracy, Hewitt, Dorothy,

and Mather, Kirtley, F. D. Appleton-Century Company, 1937. Pp. v+193.

The newest book on adult education. As individuals we are on the verge of despair because of frustration in our attempts to do something about the state of democracy. "The real reason for the partial eclipse of democracy is . . . the fact that the souls of a large number of people have grown weary of the struggle." A dynamic for democracy is needed and these authors see it in adult education, because the person who lives a full life, continually acquiring new skills of hand and brain, is naturally more interested in social problems.

In addition to the presentation of adult education as a dynamic for democracy, the authors discuss methods and techniques that have proven effective in adult education. It is an excellent book for adult education workers and also for others who want a better understanding of a role of adult education in the whole program of American education.

HIGHER EDUCATION AND THE DEPRESSION

Depression, Recovery, and Higher Education, Willey, Malcolm. New York: McGraw Book Company, Inc., 1937. Pp. x+543.

A report of Committee Y of the American Association of University Professors carefully analyzing adjustments made by institutions of higher education to meet greatly reduced incomes and drawing out the broader implications.

EDUCATION AND SOCIETY

The Social Foundations of Education, Counts, George S. (Part IX of the report of the Commission on the Social Studies). New York: Charles Scribner's Sons, 1934. Pp. xiv+579.

The volume of this report that deals with the social background of American education from the point of view of the relation of the school and society. In this volume, Dr. Counts presents an organization and integration of the facts which illuminate the problems of education in its larger social relationships. His thesis is that the principal function of education is to reconstruct the social order.

The Teacher and Society, Kilpatrick and others (the First Yearbook of the young John Dewey Society). New York: D. Appleton-Century Company, 1937. Pp. vi+360.

A plea for freedom in teaching, setting forth the many existing abridgments of freedom. Conditions surrounding the life and work

of teachers have caused them to fail to carry out the social aims of education. They have been harassed by petty and annoying regulations; their spirits have been broken by uncertain tenure; small salaries have deprived them of self respect; bureaucratic practices have made them cynical; and the business tradition of competitive rivalry for gain has tended to make them selfish individualists. In the opinion of the authors, the years immediately ahead will be characterized by struggle, but in the future the community will become more co-operative. Teaching, however, will always be a frontier task.

Educational Administration as a Social Policy, Newlon, Jesse H. (Part VIII of the Report of the Commission on the Social Studies). New York: Charles Scribner's Sons, 1934. Pp. xiv+301.

The thesis of this report is that the control of education "is one of the major social problems of our times and that educational administration is, in the broadest sense, essentially a branch of politics, an applied social science." If education is to become a truly creative social force, which is the postulate of the report of the Commission on the Social Studies, then control and administration are crucial factors.

There should be included also, in this section, the two small books reviewed in the January, 1938 number of the JOURNAL, namely, *Implications of Social-Economic Goals for Education*, and *The Unique Function of Education in an American Democracy*.

RECOMMENDED FOR READING

"Survey of College Faculties." *Bulletin of Association of American Colleges*, Vol. XXIII, No. 4, December 1937, p. 465.

A study of the members of the American Association of University Professors, based upon replies from 4,667 answers to a questionnaire. It represents about one-sixth of the teaching staffs in institutions of higher learning. Items covered include age, sex and marital state, children, birth-place, educational background, institutions at which the Bachelor's degree was obtained, teaching experience, creative scholarship and parentage. A few of the results mentioned were the following:

1. Instructional rank is held for 3.62 years, Assistant professorial rank for 4.93 years, and Associate professorial rank for 9.85 years.
2. Families of the college teachers are generally small.
3. The New England states have produced by birth 119.9 teachers per million of the population, the Mississippi Valley and North Central States 81.3 teachers per million, the Middle Atlantic States 67.8, the Rocky Mountain States 58.8, the Pacific Coast States 55.1, the Southern States 42.6 and the Gulf States 25.0.
4. Of the teaching staffs, 8.4 per cent were born beyond the limits of the United States. Of this number, 30 per cent came from Canada, 14 per cent from Great Britain and 15 per cent from Germany.
5. On the basis of degrees, 70.6 per cent have the Doctorate, 24.7 per cent the Master's and 4.6 per cent have no degree above the Bachelor's. About 0.3 per cent have no college degree.
6. Chicago, Harvard and Columbia lead in sources of the Doctor's degree.
7. Over 30 per cent have taught in secondary schools.
8. The fathers of about half of the group are equally divided between business men and farmers.

"How General Is the Halo-Effect?" Henry Beaumont. *School and Society*, Vol. 47, No. 1201, January 1, 1938, p. 31.

A study of 1,138 students to determine whether grades given by the same instructor in elementary courses predicted grades for advanced subjects. In 85 per cent of all cases, there was less agreement between introductory grades when the latter were obtained under the same instructor who had been in charge of the elementary section than was the case when they were obtained under other instructors. The conclusion of this study gave no evidence that the halo-effect is generally present.

"Status of the Junior College in the United States, 1937-38," Walter Crosby Eells. *School and Society*, Vol. 47, No. 1205, January 29, 1935, p. 158.

An abstract of "Directory of the Junior College, 1938," published in the *Junior College Journal* for January, 1938. The report states that there were 553 such colleges in 1937, compared with 528 during the previous year. The enrolment had increased from 129,106 to 136,623. About 44 per cent are publicly controlled, but these have 68 per cent of the enrolment. California, Texas, Iowa, Missouri, Oklahoma, Mississippi, Kansas, Georgia, Illinois and North Carolina lead in the number of Junior Colleges in the above order. California has almost one-third of the reported enrolment of the country. Seventy-two per cent are coeducational institutions, 53 per cent of the privately controlled schools are under denominational auspices, and 25 per cent are negro schools. The average enrolment is 387 in the public institutions, and 152 in the private schools.

"City 'Round the Bend," Louis Zara. *Coronet*, Vol. 3, No. 2, December 1937, p. 74.

This brief concise history of New Orleans gives an outline of Spanish and French exploration before the settlement of Nouvelle Orleans was established in 1718. In 1727 there was established the first school for girls in the Mississippi Valley by the Ursuline nuns. Their convent, the oldest building in the city, still stands. Immigrants came from France, Spain and Arcadia. After the fire of 1788 the city was rebuilt under Spanish influence. The "French Quarter" represents the Spanish town that grew out of the French community. After Spanish and French control, the city became American property through the Louisiana Purchase. Third city in size before the Civil War, it was noted for its commerce, theatre, Code Duello, Creole society, the Mardi Gras and the Quadroon Ball. Other matters of interest center about the campaigns of the Civil War, the carpet baggers, the Matia, plagues, floods, commerce and Huey Long.

"How to Become a University President," Herman G. James. *American Mercury*, Vol. XLIII, No. 169, January 1938, p. 46.

The president of Ohio University outlines the steps to be taken by aspirants to University presidencies. Granted the requisites of ability, energy, character and personality, the first need is a broad educational background. The minimum degree necessary is the Ph.D. Although the special field of university work selected makes little difference, that of Education is to be preferred. The next step is a period of training obtained through teaching, scholastic productiveness and usefulness in the university community. Then follows about five years as president of a smaller institution or deanship in a larger school. At the age of forty to forty-five the candidate

should then be ready to assume the position of president of a university. The productive period of usefulness extends to approximately ten years, when he should either transfer to a new institution or retire as a teacher and scholar. The usual methods employed in selecting presidents leads the author to conclude that it is "not a very rosy prospect for attracting able men to a vital profession. Well, not very."

"What Happens to Our Rhodes Scholars?" Milton Mackaye. *Scribner's*, Vol. CIII, No. 1, January 1938, p. 9.

There are about 900 former Rhodes Scholars in the United States today. The first student from America went to Oxford in 1904. A summary of the occupations of this group indicates that teaching, law and business have attracted the greatest number, contrary to the original intention of Cecil Rhodes, who had government service in mind as a goal. Several explanations are offered, such as the method of selection and the economic situation of the returning Scholar. The article presents some interesting data on the student life at Oxford. There is included also a summary of replies to a questionnaire submitted to 100 Rhodes Scholars covering their opinions on the value of the Scholarship, the majority being favorable to the project.

Some of the results of the Scholarships have been that many American schools are now experimenting with the tutorial system and with Honours Schools patterned after the Oxford plan. They have also attempted to cure the evils of bigness by dividing undergraduates into residential colleges. There has been a return for Rhodes' generosity through the establishment of scholarships for British students in American colleges. Today there are more Englishmen resident on scholarships in America than there are Rhodes students resident in Oxford.

"What Good Are Finishing Schools?" Marian Castle. *Forum*, Vol. XCIX, No. 1, January 1938, p. 34.

There are about twelve to fifteen really fashionable girls' schools in the country, located mostly in Connecticut, Maryland and Virginia. Tuition ranges from \$1800 to \$3000 a year. About 400 girls graduate annually. The author finds little to commend about these schools. Objections are that they are out of date, create caste lines, while the economic and emotional preparation for living is both absurd and unnatural. The final objection is the effect it has on society at large through its failure to prepare for the political and sociological problems of today.

"We Are Getting No Brighter," and "Why Send Them to School," Robert M. Hutchins. *Saturday Evening Post*, December 11, and December 25, 1937.

These two discussions in a series of four articles summarize what is wrong with education and teaching today. The forthcoming discussions

will contain suggestions for the education of those who are to teach. The author states that with educated teachers and educated children, "America will succeed in bringing light and leadership to a world that is badly in need of both."

"Prexy," by a College President. *Harpers*, Vol. 176, No. 1052, January 1938, p. 189.

What sort of an individual is a college President and what does he do? This article sets forth the duties that confront a college executive from presiding over the institution to deciding the precise shade of blue of the college colors. Mrs. "Prexy" also has a diverse and interesting job that not only includes the entertaining of college guests, but keeping the faculty serene by her thoughtfulness. It is interesting to hear of the president's activities at the conventions, the inaugurations and the academic debts paid through the granting of honorary degrees. Evidently he has his controversies over academic freedom, as well as with freedom of speech, judging from the reasons given for some of the recent forced and voluntary resignations. Other problems of the president come through the faculty, athletics, recruiting of students, newspapers, politicians, taxes and finances. Examples of these questions indicate the skill, patience and tact that must be employed by this executive officer.

"Sitting One's Way through College," Kenneth Irving Brown. *Journal of Higher Education*, Vol. VIII, No. 9, December 1937, p. 457.

In many instances the completion of the requirements for a degree represents patient "sitting" for a certain period of time. The fault is the educational organization wherein we departmentalize and sub-departmentalize the areas of human knowledge, and then check off the claims within each acre according to courses. The system of courses and the accompanying bookkeeping system lead to intellectual inactivity which even such methods as comprehensive examinations fail to overcome. The author would like to see achievement made the basis of graduation according to the following requirements:

1. A reasonable facility and correctness in the use of one's mother tongue.
2. Decent ability to speak in public.
3. A familiarity with the major social, economic, literary and philosophical problems of one's day.
4. Broad acquaintance with the findings in science.
5. Mastery of a chosen field of knowledge.
6. An enthusiasm for books.
7. A thoughtful determination of one's vocation.

8. A philosophy of life.
9. Acquaintance with certain daily routines.
10. An introduction to certain activities, such as occupations for the leisure periods of life.
11. Willingness to accept one's portion of responsibility for life.

"Martyr or Fools," Allen Bowman. *Journal of Higher Education*, Vol. IX, No. 2, February 1938, p. 84.

There seems to exist a number of so-called marginal colleges which are beset by poverty and which are struggling for existence. Living conditions among the faculty in such schools indicate the financial burdens the families must assume. Some of the examples listed are pitiful summaries of methods used by the staffs in meeting the emergencies of life. Bankruptcies, student notes, donations, schemes for barter and summer employment are methods followed by the schools and the individuals to meet their obligations. Devotion to a cause prompts most of the teachers in these schools to remain with hopes that reforms in organization and brighter futures will eventually relieve the situation.

"Distances Students Live from College," John H. McNeely. *School Life*, Vol. 23, No. 5, January 1938, p. 135.

This graphic description of the distances students live from college is based upon a study of 15,424 students in 25 Universities. Several summaries of distribution are given. The comparison of the entire group states that 32.4 per cent of them lived within the county in which the University is located, 9.4 per cent in the adjoining county, 45.0 per cent in other parts of the state, and 13.2 per cent in other states.

"Status and Trends of College-Entrance Requirements," Millard E. Gladfelter. *School Review*, Vol. XLV, No. 10, December 1937, p. 737.

A study of 146 colleges and universities throughout the United States indicates that the number of high-school units prescribed for entrance has been decreasing, and the number of institutions having no prescribed units has been increasing. Twenty schools in this study had no formal unit requirements. Practically all of the institutions stipulated a total of fifteen or sixteen units for admission. There has also been a decrease in the requirements in foreign languages and mathematics. Almost half of the schools require no foreign languages and the mode in mathematics is two units. The emphasis on social sciences has increased.

Admission on certificate is most common and many specify a certain rank or average mark. Among the new requirements for admission are the recommendation of the secondary-school principal, scores on various aptitude tests, personal qualifications and certificate of health examination.

Preliminary Program



*Twenty-Sixth
Convention*



American Association
of
Collegiate Registrars



April 19-21
1938

New Orleans, Louisiana . . . The Jung Hotel

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SCHEDULE OF SESSIONS

Monday, April 18

6:00 P.M.	Meeting of the Executive Committee.
8:00-10:00 P.M.	Registration of Delegates.
	Informal reception in charge of the Committee on Introductions, MISS ALMA H. PREINKERT, Chairman.

Tuesday, April 19

- 9:30-11:30 A.M. General Session—MR. FRED L. KERR, University of Arkansas, Presiding.
Invocation.
Address of Welcome.
- 9:50 A.M. Report on the Co-operative Study of Secondary School Standards by DR. JOSEPH ROEMER, member of the Administrative Committee in charge of the study and Dean of the Experimental Junior College and Demonstration School at George Peabody College for Teachers.
Discussion.
Announcements.
- 12:15- 2:00 P.M. Women's Luncheon—MISS ALICE L. BUTLER, Chairman.
2:00 P.M. Tour of the City of New Orleans.
7:00 P.M. Annual Dinner—MR. THOMAS J. WILSON, University of North Carolina, Toastmaster.
Music.
Address by DR. JOSEPH E. GIBSON, Professor of Education, Tulane University.

Wednesday, April 20

- 9:30-11:30 A.M. General Session—MR. FRED L. KERR, Presiding.
9:30 A.M. The Legal Implications of the Registrar's Office by PROFESSOR ROBERT JOSEPH FARLEY, Tulane University College of Law.
Discussion.
- 10:30 A.M. Some New Demands on Higher Education by Dean Clarence A. Ives, Teachers' College, Louisiana State University, President of the Southern Association of Colleges and Secondary Schools.
Discussion.
Report of the Nominating Committee, MR. J. G. QUICK, University of Pittsburgh, Chairman.
- 12:15- 2:00 P.M. State and Regional Luncheons.
2:00- 4:00 P.M. Sectional Meetings.

SECTION I—*Personnel Work*—MR. LARSON, Eastman School of Music, University of Rochester, Presiding.

1. *Orientation.*

a. Freshman.

Types of Freshman Week Programs.

b. Advanced Standing Students.

Types of Programs for Students Admitted with Advanced Standing.

2. *Personnel Problems.*

a. Superior Students.

b. Delinquent Students.

c. Maladjusted Students.

d. Housing Problems.

e. Health Problems.

SECTION II—*Admission and Registration Procedure*—MISS COCKINS,
Ohio State University, Presiding.

2:00– 2:30 P.M. 1. *Recruiting Problems.*

MR. ARTHUR SOUTHWICK, College of Wooster.

MR. IRA SMITH, University of Michigan.

- a. Scholarships.
- b. Unethical Practices.
- c. Legitimate Practices.
- d. Field Agents and College Days in Secondary Schools.
- e. Advertising.

2:30– 3:00 P.M. 2. *Admission.*

MR. J. G. QUICK, University of Pittsburgh.

- a. Changing Requirements.
- b. New Requirements.
- c. Selective Admissions.

3:00– 4:00 P.M. 3. *Registration Methods—Colleges and Universities.*

MR. W. S. HOFFMAN, Pennsylvania State College.

MRS. CLARA D. HAYES, Bowdoin College.

MR. E. J. HOWELL, Texas Agricultural and Mechanical College.

MR. H. M. SHOWMAN, University of California.

- a. Registration Procedure.
- b. Sectioning of Classes.
- c. Proficiency Tests and Special Sections.

SECTION III—*Office Methods*—MR. SAGE, Iowa State College, Presiding.

1. *Office Organization.*
2. *Card-File Records and Reports vs. Loose-Leaf Files.*
3. *Mechanical Devices and Time Savers.*
4. *Blue Printing, Photostating and Other Methods of Copying Records.*
5. *Miscellaneous Short-cuts.*

4:10 P.M. General Session.

Regional Association Conference.

The Executive Committees and delegates from the regional associations will attend this session officially. All members of the Association who are interested are also invited to attend.

Roll Call of Regional Associations.

The Contribution of the Regional Associations to the A.A.C.R.
PRESIDENT KERR.

The Regional Associations and Professional Growth. MR. JOHN C. MCHUGH, DePaul University.

How the Regional Associations Rank in National Membership.
MR. ARTHUR H. LARSON, Eastman School of Music.

THE JOURNAL of the A.A.C.R. as an Organ for the Regional Groups. MR. M. E. GLADFELTER, Editor.

Discussion.

What Special Projects Should the Regional Associations Undertake?

How May We Co-operate to Secure Legislation to Curb Diploma Mills?

7:30 P.M. Open Forums for New Registrars, as follows:

- A. For larger institutions of complex organization.
MR. GEORGE P. TUTTLE, University of Illinois, Presiding.
- B. For smaller institutions.
MR. WYATT W. HALE, Birmingham-Southern College, Presiding.

Thursday, April 21

9:30-11:00 A.M. General Session.

Program arranged by the Committee on Special Projects—MR. R. M. WEST, University of Minnesota, Presiding.

The Place of the Registrar in Faculty Participation in Self-Study of Institutions of Higher Education.

DEAN W. H. WASHINGTON, School of Vocational Education, The Clemson Agricultural College, Clemson, South Carolina.

The Administration of Academic Discipline in 337 Institutions.

DR. ROBERT L. WILLIAMS, University of Michigan.

Annual Report of the Committee on Special Projects.

A. Report on Enrolment Statistics and Degrees Granted in 1936-1937.

MR. FRED L. KERR, University of Arkansas.

B. Report on List of Institutions.

MR. J. P. MITCHELL, Stanford University.

C. Report on the Work of the Committee during the Year 1936-1937.

MR. IRA M. SMITH, University of Michigan.

11:15 A.M. Joint Meeting of the Old and New Executive Committees.

1:00 P.M. Business Session—MR. FRED L. KERR, Presiding.

Reports of the Chairmen of Sectional Meetings.

MISS EDITH D. COCKINS, Ohio State University

MR. J. R. SAGE, Iowa State College.

MR. ARTHUR H. LARSON, Eastman School of Music.

Reports of Committees.

Reports of Association Officers.

Report from the Council of Guidance and Personnel Associations.

MR. W. C. SMYSER, Miami University.

New Business.

Introduction of New President.

Adjournment of Convention.

2:30 P.M. Thirty-Mile Harbour Sight-Seeing Tour.

CONVENTION COMMITTEES—1938

Local Arrangements and Registration

MR. G. B. HASTY, <i>Chairman</i>	Tulane University
MRS. FLORENCE TOPPINO	Tulane University
MRS. RUBY B. PEARCE	Louisiana Polytechnic Institute

MISS OLIVE M. CAILLOUET	Southwestern Louisiana Institute
MRS. W. H. GATES	Louisiana State University
MISS MARGARET E. CAREY	Loyola University
MR. W. S. MITCHELL	Louisiana State Normal College

Introductions

MISS ALMA H. PREINKERT, <i>Chairman</i>	University of Maryland
MISS ELLA L. OLESON	University of Idaho
MISS EMMA E. DETERS	University of Buffalo
MISS FLORENCE MCGAHEY	University of Nebraska
MISS HELEN M. CLARK	Ohio State University
MISS ELMA POOLE	St. Louis University
MISS MARY A. ROBERTSON	University of Alabama
MISS REBECCA C. TANSIL	State Teachers' College, Md.
MISS HELEN H. BURGOWNE	University of Cincinnati
MISS MARGARET C. DISERT	Wilson College

Women's Luncheon

MISS ALICE L. BUTLER, <i>Chairman</i>	Western College for Women
MISS CARRIE MAE PROBST	Goucher College
MISS KATHARINE GEORGE	Northwestern University

Office Forms and Filing Equipment

MR. H. W. HOLTER, <i>Chairman</i>	Bucknell University
MR. D. R. FITCH	Denison University
MR. E. J. HOWELL	Agric. and Mech. College of Texas
MISS EMMA E. DETERS	University of Buffalo
MR. W. S. MITCHELL	Louisiana State Normal College

Nominations

MR. J. G. QUICK, <i>Chairman</i>	University of Pittsburgh
MR. ALAN BRIGHT	Carnegie Institute of Technology
MR. E. J. GRANT	Columbia University
MR. THOMAS J. WILSON, JR.	University of North Carolina
MR. J. A. GANNETT	University of Maine

Resolutions

MR. J. C. MACKINNON, <i>Chairman</i>	Mass. Inst. of Technology
MR. G. Y. SHORT	Arkansas State Teachers College
MR. W. P. CLEMENT	Texas Technological College

DIRECTORY OF REGISTRARS

EDITOR'S NOTE:—This revised directory is intended to contain (1) all members of the American Association of Collegiate Registrars, (2) all institutions accredited by the several regional accrediting associations, (3) all institutions on the latest revision of the A.A.C.R. loose-leaf report on the accrediting of educational institutions prepared by the Committee on Special Projects, and (4), in the case of institutions for negroes, those rated as "Class A" and "Class B" by the Southern Association of Colleges and Secondary Schools, in addition to those on the other three lists.

Members of the Association are marked with an asterisk in the left margin. In order to conserve space, the title of the officer is included only when it is not "registrar" or when there are two or more co-ordinate officers performing the ordinary functions of the registrar, such as "Registrar" and "Director of Admissions."

The Editor wishes to thank the many registrars who have co-operated in this revision of the directory.

ALABAMA

- *ALABAMA COLLEGE, *Montevallo*, E. Houston Wills.
- *ALABAMA POLYTECHNIC INSTITUTE, *Auburn*, Posey Oliver Davis, Registrar; Charles Wesley Edwards, Associate Registrar.
- ATHENS COLLEGE, *Athens*, Cora Ford Jones, Registrar; George C. Seeck, Dean and Director of Athletics.
- *BIRMINGHAM-SOUTHERN COLLEGE, *Birmingham*, Wyatt W. Hale, Dean and Registrar.
- *FLORENCE STATE TEACHERS COLLEGE, *Florence*, Edna Reams.
- *HOWARD COLLEGE, *Birmingham*, Oscar S. Causey.
- *HUNTINGDON COLLEGE, formerly Woman's College of Alabama, *Montgomery*, L. L. Clifton, Dean.
- *JACKSONVILLE STATE TEACHERS COLLEGE, *Jacksonville*, A. C. Shelton.
- *JUDSON COLLEGE, *Marion*, R. A. McLemore, Registrar; Robert Bowling, Director of Admissions.
- *MARION INSTITUTE, (junior college), *Marion*, Anne Sanders.
- *ST. BERNARD COLLEGE (junior college), *Saint Bernard*, Reverend Eugene Flynn, O.S.B.
- *SPRING HILL COLLEGE, *Spring Hill*, Louis J. Boudousquie, Registrar; Reverend Andrew C. Smith, S.J., Office of Admissions.
- STATE TEACHERS COLLEGE, *Daphne*, Fern Newland.
- STATE TEACHERS COLLEGE, *Livingston*, G. N. Sisk.
- SOUTHERN UNION COLLEGE, *Wadley*, Mrs. Ross Ensminger.
- TROY STATE TEACHERS COLLEGE, *Troy*, R. H. Ervin, Registrar; M. D. Pace, in charge of admissions.
- *UNIVERSITY OF ALABAMA, *University*, Mary A. Robertson.

ALASKA

- *ALASKA AGRICULTURAL COLLEGE AND SCHOOL OF MINES, now University of Alaska.
- *UNIVERSITY OF ALASKA, formerly Alaska Agricultural College and School of Mines, *College*, Carl M. Franklin.

ARIZONA

ARIZONA STATE TEACHERS COLLEGE, *Tempe*, F. M. Irish.

*ARIZONA STATE TEACHERS COLLEGE, *Flagstaff*, R. R. Powers.

*PHOENIX JUNIOR COLLEGE, *Phoenix*, L. A. Eastburn.

*UNIVERSITY OF ARIZONA, *Tucson*, C. Zaner Leshner.

ARKANSAS

ARKANSAS COLLEGE, *Batesville*, Miss June Hall, Bursar and Registrar.

*ARKANSAS POLYTECHNIC COLLEGE (junior college), *Russellville*, G. R. Turrentine, Dean and Registrar.

*ARKANSAS STATE COLLEGE, *Jonesboro*, Harry E. Eldridge.

*ARKANSAS STATE TEACHERS COLLEGE, *Conway*, G. Y. Short, Registrar and Examiner.

BEEBE JUNIOR AGRICULTURAL COLLEGE (junior college), *Beebe*, Mrs. John Baumgartner, Registrar.

CENTRAL COLLEGE (junior college), *Conway*, Bernice Galloway, Dean.

*COLLEGE OF THE OZARKS, *Clarksville*, Frank E. McAnear, Registrar.

EL DORADO JUNIOR COLLEGE, *El Dorado*, Marvin A. Green, Registrar.

*FORT SMITH JUNIOR COLLEGE, *Fort Smith*, Hortense Bass.

HARDING COLLEGE, *Searcy*, W. K. Summitt, Registrar.

*HENDERSON STATE TEACHERS COLLEGE, *Arkadelphia*, R. T. Proctor.

HENDRIX COLLEGE, *Conway*, Guy A. Simmons, Registrar and Admissions Officer.

*JOHN BROWN UNIVERSITY, *Siloam Springs*, Robert W. Jackson.

*LITTLE ROCK JUNIOR COLLEGE, *Little Rock*, Clarine Snow Longstreth.

*OUACHITA COLLEGE, *Arkadelphia*, Miss Frances Crawford.

*STATE AGRICULTURAL AND MECHANICAL COLLEGE (junior college), *Magnolia*, Matsye Gantt.

*STATE AGRICULTURAL AND MECHANICAL COLLEGE, *Monticello*, James H. Hutchinson, Dean and Registrar.

*UNIVERSITY OF ARKANSAS, *Fayetteville*, Fred L. Kerr, Registrar and Examiner.

CALIFORNIA

ANTELOPE VALLEY JUNIOR COLLEGE, *Lancaster*, D. J. Roach, Dean.

ARMSTRONG JUNIOR COLLEGE, *Berkeley*, Alta F. Winter.

BAKERSFIELD JUNIOR COLLEGE, *Bakersfield*, Grace V. Bird, Dean.

BERKELEY BAPTIST DIVINITY SCHOOL, *Berkeley*, Stacy R. Warburton.

BEULAH COLLEGE, *Upland*, Alma B. Cassel, Dean and Registrar.

BIBLE INSTITUTE OF LOS ANGELES, *Los Angeles*.

BRAWLEY JUNIOR COLLEGE, *Brawley*, Mrs. Clara Wavra.

CALIFORNIA CHRISTIAN COLLEGE, now Chapman College.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS, *Oakland*, Frederick H. Meyer, President.

CALIFORNIA CONCORDIA COLLEGE (junior college), *Oakland*, Theodore Brohm, President.

*CALIFORNIA INSTITUTE OF TECHNOLOGY, *Pasadena*, Philip S. Fogg.

CALIFORNIA STATE POLYTECHNIC, *San Luis Obispo*, Alice M. Daniel.

CENTRAL JUNIOR COLLEGE, *El Centro*, Mrs. Evelyn E. Powers.

CHAFFEY JUNIOR COLLEGE, *Ontario*, Jennie L. Kitchel.

CHAPMAN COLLEGE, formerly California Christian College, *Los Angeles*, David H. Sprong.

- CHICO STATE COLLEGE, *Chico*, Guy Ashley West.
CITRUS JUNIOR COLLEGE, *Azusa-Glendora*, Grace Rudmann.
CLAREMONT COLLEGES, *Claremont*, Mildred F. Moore, Secretary of the Faculty and Recorder.
COALINGA EXTENSION CENTER (junior college), *Coalinga*, Theodore A. Ellestad, Co-Ordinator.
COGSWELL POLYTECHNICAL COLLEGE (junior college), *San Francisco*, Mrs. Ernestine Shirley, Recorder.
*COLLEGE OF THE HOLY NAMES, *Oakland*, Sister Joan Marie.
COLLEGE OF MEDICAL EVANGELISTS, *Loma Linda*, Chester C. Fink, Registrar at Loma Linda; W. F. Norwood, Registrar at Los Angeles.
COLLEGE OF NOTRE DAME (junior college), *Belmont*, Sister Barbara.
COLLEGE OF THE PACIFIC, *Stockton*, Charles E. Corbin.
*COLLEGE OF PHYSICIANS AND SURGEONS, *San Francisco*, Arthur R. McDowell, Dean.
COLLEGE OF THE SACRED HEART, now San Francisco College for Women.
COMPTON JUNIOR COLLEGE, *Compton*, Robert C. Gillingham.
CUMNOCK SCHOOL (junior college), Mary Irwin.
DEEP SPRINGS PREP AND COLLEGIATE (junior college), *Deep Springs*, Lawrence A. Kimpton, Dean.
*DOMINICAN COLLEGE, *San Rafael*, Sister Mary David.
FRESNO STATE COLLEGE, *Fresno*, Perry F. Brown.
FRESNO TECHNICAL JUNIOR COLLEGE, *Fresno*, William A. Otto, Principal.
*FULLERTON DISTRICT JUNIOR COLLEGE, *Fullerton*, W. T. Boyce, Dean.
GEORGE PEPPERDINE COLLEGE, *Los Angeles*, Herman Campbell.
GLENDALE JUNIOR COLLEGE, *Glendale*, Donald V. Spagnoli.
HOLMBY COLLEGE, *Los Angeles*, Mary Annette Anderson, Dean and Registrar.
*HUMBOLDT STATE COLLEGE, *Arcata*, Imogene B. Platt.
*IMMACULATE HEART COLLEGE, *Hollywood*, Sister Mary Agatha.
LASSEN JUNIOR COLLEGE, *Susanville*, Norman H. McCallam, Dean.
*LA VERNE COLLEGE, *La Verne*, Harper W. Frantz.
LONG BEACH JUNIOR COLLEGE, *Long Beach*, S. Lance Brintle.
LOS ANGELES COLLEGE, *Los Angeles*, D. F. McNEIL.
*LOS ANGELES JUNIOR COLLEGE, *Los Angeles*, Adam E. Diehl.
LOS ANGELES PACIFIC COLLEGE, formerly Pacific Junior College, *Los Angeles*, Forest W. Davis, Dean and Registrar.
LOYOLA UNIVERSITY, *Los Angeles*, Isabelle R. Schnieders.
MACURDA DRISKO SCHOOLS (junior college), *Los Angeles*, Muriel Macurda.
MARIN JUNIOR COLLEGE, *Kentfield*, Grace Donnan.
*MENLO JUNIOR COLLEGE, *Menlo Park*, Vern James, Director of Records.
*MILLS COLLEGE, *Mills College*, Doris Dozier, Recorder.
MIRAMONTE SCHOOL AND JUNIOR COLLEGE, formerly Moran Junior College, *Atascadero*.
MISS SWOPE'S KINDERGARTEN SCHOOL, *Pasadena*, Carolina Swope, Director.
MODESTO JUNIOR COLLEGE, *Modesto*, Hazel Allen.
MORAN JUNIOR COLLEGE, now Miramonte School and Junior College.
MOUNT SAINT MARY'S COLLEGE, *Los Angeles*, Sister Helen Bertille.
*OCCIDENTAL COLLEGE, *Los Angeles*, Florence N. Brady.
OCEANSIDE-CARLSBAD JUNIOR COLLEGE, *Oceanside*, Mildred Tulip.
PACIFIC JUNIOR COLLEGE, now Los Angeles Pacific College.
PACIFIC SCHOOL OF RELIGION, *Berkeley*, Margaret Searles, Recorder.
PACIFIC UNION COLLEGE, *Angwin*, Anna J. Olson.

- PACIFIC UNITARIAN SCHOOL FOR THE MINISTRY, Berkeley, William S. Morgan, President.
- PASADENA COLLEGE, *Pasadena*, Marie H. Huff.
- *PASADENA JUNIOR COLLEGE, *Pasadena*, John Anderson, Dean of Records.
- PLACER JUNIOR COLLEGE, *Auburn*, John H. Napier, Jr., Dean.
- POLYTECHNIC COLLEGE OF ENGINEERING, *Oakland*, W. E. Gibson, President.
- POLYTECHNIC JUNIOR COLLEGE (Department of Polytechnic College of Engineering), Zoe Fiske.
- POMONA JUNIOR COLLEGE, *Pomona*, Alanson W. McDermoth.
- *POMONA COLLEGE, *Claremont*, Constance H. Wood, Recorder.
- PORTERVILLE JUNIOR COLLEGE, *Porterville*, B. E. Jamison, Dean.
- REEDLEY JUNIOR COLLEGE, *Reedley*, Mrs. Naemi A. Bengston.
- *RIVERSIDE JUNIOR COLLEGE, *Riverside*, Ernest L. Rea.
- RIVERSIDE LIBRARY SERVICE SCHOOL, *Riverside*, Charles F. Woods, Director.
- SACRAMENTO JUNIOR COLLEGE, *Sacramento*, Michael J. Brickley.
- SAINT IGNATIUS COLLEGE, now University of San Francisco.
- SAINT JOSEPH'S COLLEGE, formerly Saint Patrick's Seminary (junior college), *Mountain View*, Reverend Francis Rock, Prefect of Studies.
- SAINT MARY'S COLLEGE, *Saint Mary's College*, Brother Julian, Recorder.
- SAINT PATRICK'S SEMINARY, now Saint Joseph's College.
- SALINAS JUNIOR COLLEGE, *Salinas*, G. Darwin Peavy.
- SAN BENITO COUNTY JUNIOR COLLEGE, *Hollister*, Claude N. Settles, Dean.
- SAN BERNARDINO VALLEY JUNIOR COLLEGE, *San Bernardino*, Gilbert C. Lamb.
- SAN DIEGO ARMY AND NAVY ACADEMY, now Brown Military Academy (junior college department discontinued).
- *SAN DIEGO STATE COLLEGE, *San Diego*, George E. Dotson.
- SAN FRANCISCO COLLEGE FOR WOMEN, formerly College of the Sacred Heart, *San Francisco*, Mother Isabel Bartlett.
- SAN FRANCISCO JUNIOR COLLEGE, *San Francisco*, J. Paul Mohr.
- *SAN FRANCISCO STATE COLLEGE, *San Francisco*, Florence Vance.
- SAN FRANCISCO THEOLOGICAL SEMINARY, *San Anselmo*, Lynn Townsend White, Recorder.
- *SAN JOSE STATE COLLEGE, *San Jose*, J. H. West.
- SAN LUIS OBISPO JUNIOR COLLEGE, *San Luis Obispo*, Lawrence Griffin, Principal.
- *SAN MATEO JUNIOR COLLEGE, *San Mateo*, Mimi Colton.
- SANTA ANA JUNIOR COLLEGE, *Santa Ana*, Mabel G. Whiting.
- SANTA BARBARA STATE COLLEGE, *Santa Barbara*, Jane Miller Abraham.
- SANTA MARIA JUNIOR COLLEGE, *Santa Maria*, Andrew P. Hill, Principal.
- SANTA MONICA JUNIOR COLLEGE, *Santa Monica*, Ralph H. Bush, Director.
- *SANTA ROSA JUNIOR COLLEGE, *Santa Rosa*, Marian Ott.
- *SCRIPPS COLLEGE, *Claremont*, Joan Rudisill, Recorder.
- SOUTHERN CALIFORNIA JUNIOR COLLEGE, *Arlington*, E. E. Cossentine.
- *STANFORD UNIVERSITY, *Stanford University*, John Pearce Mitchell.
- STOCKTON JUNIOR COLLEGE, *Stockton*, Charles E. Corbin.
- TAFT JUNIOR COLLEGE, *Taft*, Eugene M. Johnston.
- *UNIVERSITY OF CALIFORNIA, *Berkeley*, Thomas B. Steel, Registrar; Merton E. Hill, Director of Admissions.
- *UNIVERSITY OF CALIFORNIA, *Los Angeles*, Harry M. Showman.
- *UNIVERSITY OF REDLANDS, *Redlands*, Esther Erickson, Recorder.
- *UNIVERSITY OF SAN FRANCISCO, formerly Saint Ignatius College, *San Francisco*, William J. Dillon.

*UNIVERSITY OF SANTA CLARA, *Santa Clara*.

X *UNIVERSITY OF SOUTHERN CALIFORNIA, *Los Angeles*, Theron Clark.

VENTURA JUNIOR COLLEGE, *Ventura*, T. J. Anderson.

VISALIA JUNIOR COLLEGE, *Visalia*, I. D. Steele, Dean.

*WHITTIER COLLEGE, *Whittier*, including Broadoaks School, Inc., Pasadena, Esther Hoff.

WILLIAM JUNIOR COLLEGE, *Berkeley*, Elsa Blackman, Dean.

YUBA COUNTY JUNIOR COLLEGE, *Marysville*, J. J. Collins.

CANADA

*ACADIA UNIVERSITY, *Wolfville*, Nova Scotia, W. L. Archibald.

ALMA COLLEGE (junior college), *St. Thomas*, Ontario, Harriet Jolliffe.

*BISHOP'S UNIVERSITY, *Lennoxville*, Quebec, S. Sanders.

BRANDON COLLEGE, affiliated with McMaster University, *Brandon*, Manitoba, Norman Keith McKinnon.

CAMPION COLLEGE (junior college), *Regina*, Saskatchewan, Reverend W. L. Savoie, S.J.

CANADIAN JUNIOR COLLEGE, *Edmonton*, Alberta, C. W. Shnakel.

NOVA SCOTIA AGRICULTURAL COLLEGE, *Truro*, Nova Scotia, H. J. Fraser.

CONCORDIA COLLEGE (junior college), *Edmonton*, Alberta, A. H. Schwermann, Principal.

DALHOUSIE UNIVERSITY, *Halifax*, Nova Scotia, C. L. Bennet.

HOLY HEART SEMINARY, *Halifax*, Nova Scotia, Reverend W. A. Stanton, C.J.M.

LAVAL UNIVERSITY, *Quebec City*, Quebec, Rev. Arthur Maheux, Secretary.

LUTHER COLLEGE (junior college), *Regina*, Saskatchewan, L. Pflueger.

*MCGILL UNIVERSITY, *Montreal*, Quebec, T. H. Matthews.

*MCMASTER UNIVERSITY, *Hamilton*, Ontario, E. J. Bengough.

MOOSEJAW JUNIOR COLLEGE, *Moosejaw*, Saskatchewan, M. R. Ballard, Principal.

MOUNT ALLISON UNIVERSITY, *Sackville*, New Brunswick, Ethel Wheston, Secretary.

MOUNT ROYAL COLLEGE (junior college), *Calgary*, Alberta, George Walters.

MOUNT ST. VINCENT COLLEGE, *Halifax*, Nova Scotia, Sister M. Berchmans.

NOVA SCOTIA TECHNICAL COLLEGE, *Halifax*, Nova Scotia, Florence E. O'Brien.

PRINCE OF WALES COLLEGE (junior college), *Charlottetown*, Prince Edward Island, G. D. Steel, Principal.

*QUEEN'S UNIVERSITY, *Kingston*, Ontario, Jean Royce.

REGINA COLLEGE (junior college), *Regina*, Saskatchewan, F. E. Wagg.

REGIOPOLIS COLLEGE, *Kingston*, Ontario, Reverend Ignatius Lever, S.J.

ROYAL MILITARY COLLEGE, *Kingston*, Ontario, Lieutenant-Colonel C. R. S. Stein, Staff Adjutant.

SACRED HEART COLLEGE, *Bathurst West*, New Brunswick, Reverend Joseph Thomas, Prefect of Studies.

SACRED HEART COLLEGE (junior college), *Regina*, Saskatchewan, Sister M. Augustin.

ST. DUNSTAN'S COLLEGE, affiliated with Laval University, *Charlottetown*, Prince Edward Island, Reverend J. A. Sullivan, Director of Studies.

*ST. FRANCIS XAVIER UNIVERSITY, *Antigonish*, Nova Scotia, Reverend J. C. Chisholm.

ST. JOSEPH'S COLLEGE, *St. Joseph*, New Brunswick, Reverend L. Guertin, C.S.C., Prefect of Studies.

ST. PATRICK'S COLLEGE, federated with University of Ottawa, *Ottawa*, Ontario, Reverend Floyd W. Tedrow, O.M.I.

ST. PETER'S COLLEGE (junior college), *Muenster*, Saskatchewan, Reverend Xavier Benning, Rector.

*UNIVERSITY OF ALBERTA, *Edmonton*, Alberta, A. E. Ottewell.

*UNIVERSITY OF BRITISH COLUMBIA, *Vancouver*, British Columbia, S. W. Mathews.

*UNIVERSITY OF MANITOBA, *Winnipeg*, Manitoba, W. J. Spence.

*UNIVERSITY OF MONTREAL, *Montreal*, Quebec, E. Montpetit, Secretary.

UNIVERSITY OF NEW BRUNSWICK, *Fredericton*, New Brunswick, J. W. Sears.

UNIVERSITY OF OTTAWA, *Ottawa*, Ontario, Reverend F. X. Marcotte, O.M.I., Secretary.

UNIVERSITY OF SASKATCHEWAN, *Saskatoon*, Saskatchewan, A. R. Weir.

UNIVERSITY OF TORONTO, *Toronto*, Ontario, A. B. Fennell.

*UNIVERSITY OF WESTERN ONTARIO, *London*, Ontario, K. P. R. Neville, Registrar and Dean of Arts.

VICTORIA COLLEGE (junior college), *Victoria*, British Columbia, Jeffree A. Cunningham.

COLORADO

ABBNEY SCHOOL (junior college), *Canon City*, Jerome Healy, O.S.B.

*ADAMS STATE TEACHERS COLLEGE OF SOUTHERN COLORADO, *Alamosa*, Dorothy Gelhaus.

*COLORADO COLLEGE, *Colorado Springs*, Mrs. Josephine Morrow.

*COLORADO SCHOOL OF MINES, *Golden*, T. C. Doolittle.

*COLORADO STATE COLLEGE OF AGRICULTURAL AND MECHANIC ARTS, *Fort Collins*, Stacy J. McCracken.

*COLORADO STATE COLLEGE OF EDUCATION, *Greeley*, R. M. Carson.

COLORADO WOMAN'S COLLEGE (junior college), *Denver*, Mary Elizabeth Mann.

FORT LEWIS SCHOOL OF THE COLORADO STATE COLLEGE (junior college), *Hesperus*, Ernest H. Bader, Dean.

KIRKLAND SCHOOL OF ART, *Denver*, Vance Hall Kirkland, Director.

*LORETTO HEIGHTS COLLEGE, *Loretto*, Sister Mary Vivian, Registrar and Counselor.

MESA COUNTY JUNIOR COLLEGE, *Grand Junction*, Marshall Miller (formerly Grand Junction State Junior College).

PUEBLO JUNIOR COLLEGE, *Pueblo*, Lulu L. Cuthbertson.

*REGIS COLLEGE, *Denver*, Reverend William D. Ryan, Dean.

TRINIDAD JUNIOR COLLEGE, *Trinidad*, Miss Fay H. Denbo.

*UNIVERSITY OF COLORADO, *Boulder*, Fred E. Aden, Registrar and Counselor.

*UNIVERSITY OF DENVER, *Denver*, Marjorie Cutler.

*WESTERN STATE COLLEGE OF COLORADO, *Gunnison*, Lucy E. Spicer.

CONNECTICUT

*ALBERTUS MAGNUS COLLEGE, *New Haven*, Sister Boniface Goffney.

ARNOLD COLLEGE, *New Haven*, Martina Gilbert.

*CONNECTICUT COLLEGE, *New London*, David D. Leib, Registrar and Director of Admissions.

*CONNECTICUT STATE COLLEGE, *Storrs*, Marjorie W. Smith.

DANBURY STATE TEACHERS COLLEGE, *Danbury*, Ralph C. Jenkins, President.

HARTFORD SEMINARY FOUNDATION, including Hartford Theological Seminary, School of Religion, and Kennedy School of Missions, *Hartford*, Asa R. Crawford, Secretary.

*JUNIOR COLLEGE OF CONNECTICUT, *Bridgeport*, Mary M. Imbro.

LARSON JUNIOR COLLEGE, *New Haven*, George V. Larson, Principal.

MAROT JUNIOR COLLEGE, *Thompson*, Mary L. Marot, Principal

NEW HAVEN STATE TEACHERS COLLEGE, *New Haven*, Finis E. Engleman, President.
STATE NORMAL SCHOOL, *Willimantic*, George H. Shafer, President.

TEACHERS COLLEGE OF CONNECTICUT, formerly State Teachers College, *New Britain*, Herbert D. Welte, President.

*TRINITY COLLEGE, *Hartford*, Arthur Adams

WESLEYAN UNIVERSITY, *Middletown*, Victor L. Butterfield, Director of Admissions;
Leroy A. Howland, Dean.

*YALE UNIVERSITY, *New Haven*, Percy T. Walden, Dean of Admissions and Dean
of Freshmen; Nathaniel B. Paradise, Registrar of Yale College; Loomis
Havemeyer, Registrar of School of Engineering, Assistant Dean of Sheffield
Scientific School.

DELAWARE

*UNIVERSITY OF DELAWARE, Delaware College, *Newark*, George E. Dutton, Dean
and Registrar.

*WOMEN'S COLLEGE OF THE UNIVERSITY OF DELAWARE, *Newark*, Gertrude Sturges.

THE DISTRICT OF COLUMBIA

*AMERICAN UNIVERSITY, College of Liberal Arts, Mrs. Marjorie Golder; Graduate
School, Hazel H. Feagans; School of Public Affairs, Lucile Stockberger.

ARLINGTON HALL (junior college), Mrs. M. G. Baskervill.

BENJAMIN FRANKLIN UNIVERSITY, B. E. Hunsinger, Director.

*CATHOLIC UNIVERSITY OF AMERICA, Joseph M. Murphy.

CHEVY CHASE JUNIOR COLLEGE, Helen Snyder.

COLUMBIA JUNIOR COLLEGE (junior college work of Washington Missionary Col-
lege under separate administration beginning 1933-34), W. J. McComb.

COLUMBUS UNIVERSITY, David F. Williams.

DUNBARTON COLLEGE (junior college), Sister Justine, Registrar; Sister John Fred-
erick, Director of Admissions.

GALLAUDET FOR THE DEAF, Dr. Charles R. Ely, Chairman of the committee on
Admissions.

X *GEORGE WASHINGTON UNIVERSITY, H. G. Sutton, Director of Admissions; F. E.
Nessell, Registrar.

*GEORGETOWN UNIVERSITY, Dr. Walter J. O'Connor.

GEORGETOWN VISITATION CONVENT, Sister Margaret Mary Sheerin, Headmistress.

HOLTON ARMS (junior college), Miss Frederika Hodder, Assistant Principal.

IMMACULATA SEMINARY (junior college), Sister Anna Gertrude.

MARJORIE WEBSTER SCHOOLS, INC. (physical education), Julia L. McFarland.

MOUNT VERNON SEMINARY (junior college), Catherine Blakeslee, Chairman, Board
of Admissions.

NATIONAL UNIVERSITY, Mrs. Alice K. Connor.

SOUTHEASTERN UNIVERSITY, Margaret E. Detts.

*TRINITY COLLEGE, Sister Mary Mercedes.

WASHINGTON MISSIONARY COLLEGE, W. J. McComb.

WILSON TEACHERS COLLEGE, Clyde M. Huber.

FLORIDA

FLORIDA SOUTHERN COLLEGE, *Lakeland*, Henrietta Vaughn, Registrar.

*FLORIDA STATE COLLEGE FOR WOMEN, *Tallahassee*, S. R. Doyle.

JACKSONVILLE JUNIOR COLLEGE, formerly Porter University, *Jacksonville*, J. R.
Strether, Dean.

- *JOHN B. STETSON UNIVERSITY, *DeLand*, Olga Bowen.
- MIAMI JUNIOR COLLEGE, *Miami*, Robert B. English.
- PALM BEACH JUNIOR COLLEGE, *West Palm Beach*, H. L. Watkins.
- RINGLING SCHOOL OF ART, *Sarasota*, Verman Kimbrough, President.
- *ROLLINS COLLEGE, *Winter Park*, Emilie B. Cass.
- *ST. PETERSBURG JUNIOR COLLEGE, *St. Petersburg*, Nina M. Harris.
- *UNIVERSITY OF FLORIDA, *Gainesville*, H. W. Chandler, Registrar; L. F. Blalock, Director of Admissions.
- UNIVERSITY OF MIAMI, *Coral Gables*, Harry N. Provin.
- UNIVERSITY OF TAMPA, *Tampa*, M. S. Hale, Dean.

GEORGIA

ABRAHAM BALDWIN AGRICULTURAL COLLEGE (junior college), *Tifton*, Claude Gray.

- *AGNES SCOTT COLLEGE, *Decatur*, S. G. Stukes.
- ANDREW JUNIOR COLLEGE, *Cuthbert*, A. J. Phillips, Dean.
- ARMSTRONG JUNIOR COLLEGE, *Savannah*, J. Thomas Asken, Dean.
- AUGUSTA JUNIOR COLLEGE, *Augusta*, Eleanora K. Mertins.
- *BERRY COLLEGE, *Mount Berry*, G. Leland Green, President.
- *BESSIE TIFT COLLEGE, *Forsyth*, Elender Wesley.
- BOWDON JUNIOR COLLEGE, *Bowdon*, E. Dittmore, President.
- *BRENAU COLLEGE, *Gainesville*, E. Browning Mason.
- BREWTON PARKER JUNIOR COLLEGE, *Mountain Vernon*, Frances Cox.
- EMORY JUNIOR COLLEGE, branch of Emory University, *Valdosta*, Mrs. L. J. King, Secretary.
- *EMORY UNIVERSITY, *Emory University*, J. G. Stipe.
- GEORGIA MILITARY COLLEGE, *Milledgeville*, R. A. Thorne.
- *GEORGIA SCHOOL OF TECHNOLOGY, *Atlanta*, H. H. Caldwell.
- *GEORGIA SOUTHWESTERN COLLEGE (junior college), *Americus*, Alma Wall.
- *GEORGIA STATE COLLEGE FOR WOMEN, *Milledgeville*, E. H. Scott.
- *GEORGIA STATE WOMANS COLLEGE, *Valdosta*, Mrs. Caroline Thomas.
- GORDON JUNIOR COLLEGE, *Barnesville*, J. E. Guillebeau, President.
- LAGRANGE COLLEGE, *LaGrange*, E. A. Bailey, Dean and Registrar.
- *MERCER UNIVERSITY, *Macon*, James C. Shelburne, Executive Secretary and Registrar.
- MIDDLE GEORGIA A. AND M. COLLEGE (junior college), *Cochran*, John T. Morris.
- NORMAN JUNIOR COLLEGE, *Norman Park*, Frank Clark.
- *NORTH GEORGIA COLLEGE (junior college), *Dahlonege*, Nina A. McConnell.
- OGLETHORPE UNIVERSITY, *Atlanta*, Frank B. Anderson.
- *PIEDMONT COLLEGE, *Demorest*, W. B. Smith.
- REINHARDT COLLEGE (junior college), *Waleska*, W. M. Bratton, President.
- *SHORTER COLLEGE, *Rome*, Louise Thompson.
- SOUTH GEORGIA STATE COLLEGE, *Douglas*, Lucile Wheeler.
- *SOUTH GEORGIA TEACHERS COLLEGE, *Collegeboro*, Viola Perry.
- *UNIVERSITY OF GEORGIA, *Athens*, T. W. Reed.
- *WESLEYAN COLLEGE, *Macon*, Elizabeth Winn.
- WEST GEORGIA COLLEGE (junior college), *Carrollton*, Philip J. Shuttleworth.
- YOUNG HARRIS JUNIOR COLLEGE, *Young Harris*, L. Catkins.

HAWAII

- *UNIVERSITY OF HAWAII, *Honolulu*, Helen B. MacNeil.

IDAHO

- ALBION STATE NORMAL SCHOOL, *Albion*, J. E. Powers.
*BOISE JUNIOR COLLEGE, *Boise*, Mrs. Mary T. Hershey.
COEUR D'ALENE JUNIOR COLLEGE, *Coeur d'Alene*, Orrin E. Lee, Dean.
*COLLEGE OF IDAHO, *Caldwell*, Bess Steunenber.
GOODING COLLEGE, *Gooding*, Dorothy Britton.
*LEWISTON STATE NORMAL SCHOOL, *Lewiston*, C. C. Lame.
NORTHWEST NAZARENE COLLEGE, *Nampa*, Albert F. Harper, Dean.
RICKS COLLEGE (junior college), *Rexburg*, Eldred Stephenson, Acting Registrar.
*SOUTHERN BRANCH OF THE UNIVERSITY OF IDAHO (junior college except in pharmacy), *Pocatello*, Dorothy Requa.
X *UNIVERSITY OF IDAHO, *Moscow*, Ella L. Olesen.

ILLINOIS

- *AMERICAN CONSERVATORY OF MUSIC, *Chicago*, Charles S. Haake
*ARMOUR INSTITUTE OF TECHNOLOGY, *Chicago*, W. E. Kelly.
*AUGUSTANA COLLEGE AND THEOLOGICAL SEMINARY, *Rock Island*, C. A. Serenius.
*AURORA COLLEGE, *Aurora*, C. R. Singleterry.
*BLACKBURN COLLEGE (junior college), *Carlinville*, Theresa M. Renner.
*BRADLEY POLYTECHNIC INSTITUTE, *Peoria*, Asa Carter.
*CARTHAGE COLLEGE, *Carthage*, Pearl F. Goeller.
*CENTRAL Y.M.C.A. COLLEGE, *Chicago*, Donald H. Steward.
*CHICAGO MUSICAL COLLEGE, *Chicago*, Mrs. Genevieve Lyngby.
CHICAGO NORMAL COLLEGE, *Chicago*, Elizabeth B. Murphy.
*COLLEGE OF ST. FRANCIS, *Joliet*, Sister M. Immaculate.
*DEPAUL UNIVERSITY, *Chicago*, J. C. McHugh, Examiner.
*EASTERN ILLINOIS STATE TEACHERS COLLEGE, *Charleston*, Blanche C. Thomas.
ELGIN JUNIOR COLLEGE, *Elgin*, Clark C. Copp.
*ELMHURST COLLEGE, *Elmhurst*, Theophil W. Mueller, Dean and Registrar.
*EUREKA COLLEGE, *Eureka*, T. W. Wiggins.
FERRY HALL (junior college), *Lake Forest*, Eloise R. Tremain, Principal.
FRANCES SHIMER JUNIOR COLLEGE, *Mount Carroll*, Angeline B. Hostetter, Dean and Registrar.
*GEORGE WILLIAMS COLLEGE, formerly Y.M.C.A. College, *Chicago*, Guy L. Schuytema.
*GREENVILLE COLLEGE, *Greenville*, Greydon M. Worbois.
*HERZL CITY JUNIOR COLLEGE, *Chicago*, J. M. McCallister.
ILLINOIS COLLEGE, *Jacksonville*, R. H. Lacey, Dean of the Faculty.
*ILLINOIS STATE NORMAL UNIVERSITY, *Normal*, Elsie Brenneman.
*ILLINOIS WESLEYAN UNIVERSITY, *Bloomington*, William T. Beadles.
ILLINOIS WOMAN'S COLLEGE, now MacMurray College.
*JAMES MILLIKIN UNIVERSITY, *Decatur*, Ralph Yakel.
JOLIET JUNIOR COLLEGE, *Joliet*, W. W. Haggard, Director.
X *KNOX COLLEGE, *Galesburg*, J. A. Campbell.
*LAKE FOREST COLLEGE, *Lake Forest*, Marie J. Meloy.
*LASALLE-PERU-OGLESBY JUNIOR COLLEGE, *LaSalle*, Mary Clarke.
*LEWIS INSTITUTE, *Chicago*, Agness J. Kaufman.
LINCOLN COLLEGE, *Lincoln*, Harold J. King.
*LOYOLA UNIVERSITY, *Chicago*, B. J. Steggert.
LYONS TOWNSHIP JUNIOR COLLEGE, *LaGrange*, Ross Holt, Dean.

- *MACMURRAY COLLEGE FOR WOMEN, formerly Illinois Woman's College, *Jacksonville*, Albert C. Metcalf.
- MCKENDREE COLLEGE, *Lebanon*, R. B. Hohn.
- *MONMOUTH COLLEGE, *Monmouth*, Inez Hogue.
- MONTICELLO COLLEGE, *Godfrey*, Mary E. Ellinwood.
- MORGAN PARK JUNIOR COLLEGE, *Chicago*, Albert G. Dodd, Dean.
- MORTON (J. Sterling) JUNIOR COLLEGE, *Cicero*, Catherine A. Bowes.
- *MUNDELEIN COLLEGE, *Chicago*, Sister Mary St. Helen.
- X *NATIONAL COLLEGE OF EDUCATION, formerly National Kindergarten and Elementary College, *Evanston*, M. Frances McElroy.
- NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE OF CHICAGO, now National College of Education.
- *NORTH CENTRAL COLLEGE, *Naperville*, Thomas Finkbeiner.
- *NORTHERN ILLINOIS STATE TEACHERS COLLEGE, *DeKalb*, Norma C. Pearson.
- *NORTH PARK COLLEGE (junior college), *Chicago*, A. Samuel Wallgren, Dean and Registrar.
- X *NORTHWESTERN UNIVERSITY, *Evanston*, Katherine George, Registrar; E. L. Clark, Director of Admissions.
- OAK PARK JUNIOR COLLEGE, *Oak Park*, Vernom Cooper.
- *PRINCIPIA, THE, *Elsah*, Mrs. Gretchen M. Happ.
- QUINCY COLLEGE, *Quincy*, Reverend Flavian F. Frey.
- *ROCKFORD COLLEGE, *Rockford*, Lorena M. Church.
- *ROSARY COLLEGE, *River Forest*, Sister Mary Fidelis.
- *ST. PROCOPIUS COLLEGE, *Lisle*, J. F. Cherf, Rector.
- *ST. VIATOR COLLEGE, *Bourbonnais*, Reverend William J. Cracknell.
- *ST. XAVIER COLLEGE FOR WOMEN, *Chicago*, Sister Mary Charlotte.
- *SHERWOOD MUSIC SCHOOL, *Chicago*, Arthur Wildman.
- *SHURTLEFF COLLEGE, *Alton*, J. S. Boughton, Dean and Registrar.
- *SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, *Carbondale*, Marjorie Mae Shank.
- SPRINGFIELD JUNIOR COLLEGE, *Springfield*, Walter L. Wilkins, Dean.
- *THORNTON JUNIOR COLLEGE, *Harvey*, Helena L. Haderer.
- *UNIVERSITY OF CHICAGO, *Chicago*, Ernest C. Miller, Registrar; Valerie C. Wickhem, Director of Admissions.
- *UNIVERSITY OF ILLINOIS, *Urbana*, G. P. Tuttle, Registrar; D. A. Grossman, Examiner; E. C. Seyler, Recorder.
- *WESTERN ILLINOIS STATE TEACHERS COLLEGE, *Macomb*, Hertha Voss.
- *WHEATON COLLEGE, *Wheaton*, Enock C. Dyrness.
- *WILSON CITY JUNIOR COLLEGE, *Chicago*, J. Anthony Humphreys.
- *WRIGHT CITY JUNIOR COLLEGE, *Chicago*, Alice J. Griffin.
- Y.M.C.A. COLLEGE, now George Williams College.

INDIANA

- * ARTHUR JORDAN CONSERVATORY OF MUSIC, *Indianapolis*, Stanley Norris, Registrar.
- X *BALL STATE TEACHERS COLLEGE, *Muncie*, C. L. Murray, Registrar.
- *BUTLER UNIVERSITY, *Indianapolis*, Mrs. Ruth Deming, Acting Registrar and Examiner.
- CENTRAL NORMAL COLLEGE, *Danville*, Edward Eikman, Registrar.
- *DEPAUW UNIVERSITY, *Greencastle*, Veneta J. Kunter, Registrar; W. M. Blanchard, Dean of College of Liberal Arts (admissions).
- *EARLHAM COLLEGE, *Earlham near Richmond*, Opal Thornburg.

- *EVANSVILLE COLLEGE, *Evansville*, Charles E. Torbet, Dean and Registrar.
- FORT WAYNE ART SCHOOL, *Fort Wayne*, Loretta R. Acker.
- *FRANKLIN COLLEGE, *Franklin*, Virfel Roe, Registrar.
- GOSHEN COLLEGE, *Goshen*, Paul Bender.
- *HANOVER COLLEGE, *Hanover*, Henry W. Burger, Secretary and Registrar; Ned Guthrie, Chairman, Classification Committee (admissions).
- HUNTINGTON COLLEGE, *Huntington*, Oscar W. Beitelshoes, Registrar.
- INDIANA CENTRAL COLLEGE, *Indianapolis*, Mrs. Anna Dale Kek.
- *INDIANA STATE TEACHERS COLLEGE, *Terre Haute*, Harry E. Elder.
- *INDIANA UNIVERSITY, *Bloomington*, Thomas A. Cookson, Registrar; D. A. Rothrock, Director of Admissions.
- *JOHN HERRON ART INSTITUTE, *Indianapolis*, Donald M. Mattison, Director.
- *MANCHESTER COLLEGE, *North Manchester*, Mrs. Cora Wise Helman.
- MARION COLLEGE, *Marion*, Bernice R. Ellingwood.
- MARION COLLEGE (junior college), *Indianapolis*, Sister Irma Baurichter (formerly St. Francis Normal, Oldenburg).
- NORMAL COLLEGE OF THE AMERICAN GYMNASIUM UNION, *Indianapolis*, H. Steichmann, Secretary.
- OAKLAND CITY COLLEGE, *Oakland City*, Mrs. J. M. Hancock.
- *PURDUE UNIVERSITY, *Lafayette*, Ralph B. Stone.
- *ROSE POLYTECHNIC INSTITUTE, *Terre Haute*, Mary Gilbert.
- ST. BENEDICT'S NORMAL (junior college), *Ferdinand*, Sister M. Placida Castrop.
- ST. FRANCIS NORMAL (junior college), *Lafayette*, Sister M. Clara Agnes.
- ST. JOSEPH'S COLLEGE (junior college), *Collegeville*, Henry A. Lucks, Registrar.
- *ST. MARY'S COLLEGE, *Notre Dame*, Sister M. Magdalena.
- *SAINT MARY-OF-THE-WOODS COLLEGE, *Saint Mary-of-the-Woods*, Sister Celeste.
- *TAYLOR UNIVERSITY, *Upland*, George Evans, Registrar; J. Arthur Howard, Dean (admissions).
- *UNIVERSITY OF NOTRE DAME, *Notre Dame*, Robert B. Riordan.
- *VALPARAISO UNIVERSITY, *Valparaiso*, A. F. Scribner.
- VINCENNES UNIVERSITY (junior college), *Vincennes*, Medrith Alice Jordan.
- *WABASH COLLEGE, *Crawfordsville*, Fred C. Domroese.

IOWA

- ALBIA JUNIOR COLLEGE, *Albia*, John S. Chambers.
- BLOOMFIELD JUNIOR COLLEGE, *Bloomfield*, H. Ostergaard, Superintendent.
- BOONE JUNIOR COLLEGE, *Boone*, J. R. Thorngren, Dean.
- *BRIAR CLIFF JUNIOR COLLEGE, *Sioux City*, Sister Mary Casilda.
- BRITT JUNIOR COLLEGE, *Britt*, W. C. Harvey.
- BUENA VISTA COLLEGE, *Storm Lake*, Pauline E. Stimson.
- BURLINGTON JUNIOR COLLEGE, *Burlington*, Ray H. Bracewell, Principal.
- CENTERVILLE JUNIOR COLLEGE, *Centerville*, E. W. Fannon, Superintendent.
- CENTRAL COLLEGE, *Pella*, Frederick Bosch.
- CHARITON JUNIOR COLLEGE, *Chariton*, F. A. Lunan, Dean.
- CHEROKEE JUNIOR COLLEGE, *Cherokee*, Sister Mary Emmanuel.
- CLARINDA JUNIOR COLLEGE, *Clarinda*, Herbert L. Glynn, Dean.
- *CLARKE COLLEGE, formerly Mt. St. Joseph College, *Dubuque*, Sister Mary Christella Dee, B.V.M.
- *COE COLLEGE, *Cedar Rapids*, J. F. Yothers.
- *COLUMBIA COLLEGE, *Dubuque*, Reverend Edward A. Fitzgerald.
- *CORNELL COLLEGE, *Mt. Vernon*, W. S. Ebersole, Acting Registrar.
- CRESTON JUNIOR COLLEGE, *Creston*, Vern L. Sanders, Dean.

- *DRAKE UNIVERSITY, *Des Moines*, Emma J. Scott.
- EAGLE GROVE JUNIOR COLLEGE, *Eagle Grove*, C. L. McDowell, Superintendent.
- ELKADER JUNIOR COLLEGE, *Elkader*, George Manus, Dean.
- ELLSWORTH JUNIOR COLLEGE, *Iowa Falls*, Sheridan R. Jones.
- EMMETSBURG JUNIOR COLLEGE, *Emmetsburg*, Harris E. Dickey, Dean.
- ESTHERVILLE JUNIOR COLLEGE, *Estherville*, N. E. Demoney, Dean.
- FORT DODGE JUNIOR COLLEGE, *Fort Dodge*, A. C. Nielsen, Dean.
- GRACELAND COLLEGE, *Lamoni*, J. C. Bergman.
- *GRINNELL COLLEGE, *Grinnell*, Bethana B. McCandless.
- INDEPENDENCE JUNIOR COLLEGE, *Independence*, F. E. Mueller, Dean.
- *IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, *Ames*, J. R. Sage.
- IOWA STATE TEACHERS COLLEGE, *Cedar Falls*, Selmer C. Larson.
- *IOWA WESLEYAN COLLEGE, *Mt. Pleasant*.
- *LUTHER COLLEGE, *Decorah*, R. A. Hadvedt.
- MAQUOKETA JUNIOR COLLEGE, *Maquoketa*, E. L. Miller, Superintendent.
- MARSHALLTOWN JUNIOR COLLEGE, *Marshalltown*, B. R. Miller, Principal.
- MASON CITY JUNIOR COLLEGE, *Mason City*, S. L. Rugland, Dean.
- MORNINGSIDE COLLEGE, *Sioux City*, Ethel R. Murray.
- MOUNT MERCY JUNIOR COLLEGE, *Cedar Rapids*, Sister Mary Borromeo.
- *MOUNT ST. CLARE JUNIOR COLLEGE, *Clinton*, Sister Mary Regis Cleary.
- MUSCATINE JUNIOR COLLEGE, *Muscatine*, Willetta Strahan, Dean.
- NORTHWESTERN JUNIOR COLLEGE, *Orange City*, Jacob Heemstra, President.
- OSCEOLA JUNIOR COLLEGE, *Osceola*, Lillian Hjort, Dean.
- *OTTUMWA HEIGHTS JUNIOR COLLEGE, formerly St. Joseph Junior College, *Ottumwa*, Sister Hazel Marie Roth, Dean.
- PARSONS COLLEGE, *Fairfield*, Lloyd W. Swartfeger.
- PENN COLLEGE, see William Penn College.
- RED OAK JUNIOR COLLEGE, *Red Oak*, J. R. Inman, Superintendent.
- *ST. AMBROSE COLLEGE, *Davenport*, Reverend Edward J. Butler.
- ST. JOSEPH'S JUNIOR COLLEGE, see Ottumwa Heights Junior College.
- SHELDON JUNIOR COLLEGE, *Sheldon*, W. C. Jackman, Superintendent.
- *SIMPSON COLLEGE, *Indianola*, C. W. Emmons.
- TIPTON JUNIOR COLLEGE, *Tipton*, Ralph E. Bente, Dean.
- *TRINITY COLLEGE, *Sioux City*, Paul A. Sibbing.
- *UNIVERSITY OF DUBUQUE, *Dubuque*, E. A. Wight, Dean.
- *UNIVERSITY OF IOWA, *Iowa City*, H. C. Dorcas, Registrar.
- *UPPER IOWA UNIVERSITY, *Fayette*, R. M. Deming.
- WALDORF LUTHERAN JUNIOR COLLEGE, *Forest City*, J. L. Rendahl, President.
- WARTBURG COLLEGE, combined with Wartburg College, *Clinton* and completely re-organized, *Waverly*, A. D. Cotterman.
- WASHINGTON JUNIOR COLLEGE, *Washington*, Harland W. Mead, Dean.
- WAUKON JUNIOR COLLEGE, *Waukon*, B. K. Orr, Superintendent.
- WEBSTER CITY JUNIOR COLLEGE, *Webster City*, Harry L. Rice, Dean.
- *WESTERN UNION COLLEGE, *LeMars*, Arthur H. Blue.
- WILLIAM PENN COLLEGE, formerly Penn College, *Oskaloosa*, Cassa Mae Conover.

KANSAS

- ARKANSAS CITY JUNIOR COLLEGE, *Arkansas City*, E. A. Funk, Dean.
- *BAKER UNIVERSITY, *Baldwin City*, Cecil S. Marshall.
- BETHANY COLLEGE, *Lindsborg*, Aileen Henmon.
- *BETHEL COLLEGE, *Bethel College*, Peter J. Wedel.

CENTRAL ACADEMY AND COLLEGE (junior college), *McPherson*, O. M. Miller, Dean.

CHANUTE JUNIOR COLLEGE, *Chanute*, M. C. W. Bass, Dean.

COFFEYVILLE JUNIOR COLLEGE, *Coffeyville*, Edwin McReynolds, Dean.

*COLLEGE OF EMPORIA, *Emporia*, F. T. Owen.

COLLEGE OF PAOLA (junior college), *Paola*, Sister Mary Charles.

DODGE CITY JUNIOR COLLEGE, *Dodge City*, R. C. Hunt, Dean.

EL DORADO JUNIOR COLLEGE, *El Dorado*, Earl Walker, Dean.

FORT SCOTT JUNIOR COLLEGE, *Fort Scott*, W. S. Davison, Dean.

*FRIENDS UNIVERSITY, *Wichita*, Beulah Pocock.

GARDEN CITY JUNIOR COLLEGE, *Garden City*, Ira Scott, Dean.

HUTCHINSON JUNIOR COLLEGE, *Hutchinson*, C. M. Lockman, Dean.

INDEPENDENCE JUNIOR COLLEGE, *Independence*, E. R. Stevens, Dean.

IOLA JUNIOR COLLEGE, *Iola*, R. H. Carpenter, Dean.

KANSAS CITY JUNIOR COLLEGE, *Kansas City*, J. F. Wellemeyer, Dean.

*KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE, *Manhattan*, Jessie McDowell Machir.

*KANSAS STATE TEACHERS COLLEGE, *Emporia*, W. D. Ross.

*KANSAS STATE TEACHERS COLLEGE, *Hays*, F. B. Lee, Dean and Registrar.

*KANSAS STATE TEACHERS COLLEGE, *Pittsburg*, L. A. Guthridge.

KANSAS WESLEYAN UNIVERSITY, *Salina*, A. H. King.

*MARYMOUNT COLLEGE, *Salina*, Sister Mary Nicholas Arnaldy.

*MCPHERSON COLLEGE, *McPherson*, Corrine Bowers.

*MOUNT ST. SCHOLASTICA, *Atchison*, Sister Immaculata Kramer.

*MUNICIPAL UNIVERSITY OF WICHITA, *Wichita*, Worth A. Fletcher.

OTTAWA UNIVERSITY, *Ottawa*, Allen Wikgren.

PARSONS JUNIOR COLLEGE, *Parsons*, E. F. Farner, Dean.

*SACRED HEART JUNIOR COLLEGE, *Wichita*, Sister M. Petrona Stieferman, Registrar.

ST. BENEDICT'S COLLEGE, *Atchison*, Reverend Sylvester Schmitz, Dean.

ST. JOHN'S LUTHERAN COLLEGE (junior college), *Winfield*, C. S. Mundinger, President.

ST. JOSEPH'S JUNIOR COLLEGE, *Hays*, Reverend Alfred Carney.

*ST. MARY COLLEGE, *Leavenworth*, Sister Ann Elizabeth.

*SOUTHWESTERN COLLEGE, *Winfield*, William J. Poundstone.

*STERLING COLLEGE, *Sterling*, Estelle Dougherty.

TABOR COLLEGE, *Hillsboro*, A. E. Janzen, President.

*UNIVERSITY OF KANSAS, *Lawrence*, G. O. Foster.

*WASHBURN COLLEGE, *Topeka*, I. Gladys Phinney.

KENTUCKY

*ASBURY COLLEGE, *Wilmore*, F. H. Heston, Dean.

*BEREA COLLEGE, *Berea*, Adelaide Gundlach.

BETHEL WOMAN'S COLLEGE (junior college), *Hopkinsville*, Mrs. Leila Grimes McMullen, Dean.

*BOWLING GREEN COLLEGE OF COMMERCE, *Bowling Green*, William S. Ashby, Business Manager and Registrar.

CAMPBELLSVILLE COLLEGE, *Campbellsville*, Howard S. Higdon, Dean.

*CANBY JUNIOR COLLEGE, *Pippapass*, Woodrow W. Allen.

CENTRE COLLEGE, *Danville*, Albert E. Porter, Acting Dean and Registrar.

CUMBERLAND COLLEGE (junior college), *Williamsburg*, Hattie M. Sullivan.

*EASTERN STATE TEACHERS COLLEGE, *Richmond*, M. E. Mattox.

- GEORGETOWN COLLEGE, *Georgetown*, Anne Poindexter.
 KENTUCKY WESLEYAN COLLEGE, *Winchester*, H. M. Pyles.
 LEES JUNIOR COLLEGE, *Jackson*, John Montgomery, Dean and Registrar.
 LINDSEY-WILSON JUNIOR COLLEGE, *Columbia*, M. Elizabeth Watson.
 LORETTO JUNIOR COLLEGE, *Nerinx*, Sr. M. Francisca, Dean.
 *MOREHEAD STATE TEACHERS COLLEGE, *Morehead*, Mary Page Milton.
 *MT. ST. JOSEPH'S JUNIOR COLLEGE, *Maple Mount*, Sister M. Christina, Dean.
 *MURRAY STATE TEACHERS COLLEGE, *Murray*, Mrs. Cleo Gillis Hester.
 *NAZARETH COLLEGE, *Louisville*, Sister Charles Mary Morrison.
 *NAZARETH JUNIOR COLLEGE, *Nazareth*, Sister Mary Grace.
 PADUCAH JUNIOR COLLEGE, *Paducah*, R. G. Matheson, Jr., Dean.
 PIKEVILLE JUNIOR COLLEGE, *Pikeville*, William H. Koenig, Acting Dean.
 *SACRED HEART JUNIOR COLLEGE AND NORMAL SCHOOL, *Louisville*, Sister M. Olonso, O.S.U., Dean.
 ST. CATHARINE JUNIOR COLLEGE, *St. Catharine*, Sister Bonaventure, Dean.
 SOUTHERN BAPTIST THEOLOGICAL SEMINARY, *Louisville*, Katherine Gans, Assistant Registrar.
 SUE BENNETT JUNIOR COLLEGE, *London*, Jeannetta Harrison.
 *TRANSYLVANIA COLLEGE, *Lexington*, V. F. Payne, Registrar and Chairman of the Faculty
 *UNION COLLEGE, *Barbourville*, C. R. Wimmer, Dean and Registrar.
 *UNIVERSITY OF KENTUCKY, *Lexington*, Leo M. Chamberlain.
 *UNIVERSITY OF LOUISVILLE, *Louisville*, R. E. Hill.
 VILLA MADONNA COLLEGE, *Covington*, Reverend Michael Leick, Dean.
 *WESTERN STATE TEACHERS COLLEGE, *Bowling Green*, E. H. Canon.

LOUISIANA

- *CENTENARY COLLEGE OF LOUISIANA, *Shreveport*, Avis Wilson, Registrar.
 DODD COLLEGE (junior college), *Shreveport*, Ora Rice Talkington.
 H. SOPHIE NEWCOMB COLLEGE, Tulane University, *New Orleans*, J. Adair Lyon.
 LOUISIANA COLLEGE, *Pineville*, H. M. Weathersby.
 *LOUISIANA POLYTECHNIC INSTITUTE, *Ruston*, Mrs. Ruby B. Pearce.
 *LOUISIANA STATE NORMAL COLLEGE, *Natchitoches*, W. S. Mitchell.
 *LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE, *Baton Rouge*, Mrs. W. H. Gates.
 *LOYOLA UNIVERSITY, *New Orleans*, Margaret Carey.
 NEW ORLEANS NORMAL, *New Orleans*, Georgine McKay, Principal.
 NORTHEAST CENTER OF LOUISIANA STATE UNIVERSITY (junior college), formerly Ouachita Junior College, *Monroe*, L. M. Norton.
 OUACHITA JUNIOR COLLEGE, now Northeast Center of Louisiana State University.
 *SOUTHEASTERN LOUISIANA COLLEGE (junior college), *Hammond*, Ruth Carter.
 *SOUTHERN UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE, *Scotlandville*, R. Barney Chavis.
 *SOUTHWESTERN LOUISIANA INSTITUTE OF LIBERAL AND TECHNICAL LEARNING, *Lafayette*, Olive Marie Caillouet.
 *TULANE UNIVERSITY OF LOUISIANA, *New Orleans*, G. B. Hasty.
 *URSULINE COLLEGE, *New Orleans*, Augusta Gardiner, Associate Registrar.

MAINE

- AROOSTOOK STATE NORMAL SCHOOL, *Presque Isle*, Nellie T. Dunning.
 BANGOR THEOLOGICAL SEMINARY, *Bangor*, Reverend Marion J. Bradshaw.

*BATES COLLEGE, *Lewiston*, Mabel L. Libby.

*BOWDOIN COLLEGE, *Brunswick*, Edward S. Hammond, Director of Admissions; Mrs. Clara D. Hayes, Secretary of the College.

*COLBY COLLEGE, *Waterville*, Elmer C. Warren.

EASTERN STATE NORMAN SCHOOL, *Castine*, Susan S. Hadlock, Secretary.

FARMINGTON STATE NORMAL SCHOOL, *Farmington*, W. G. Mallett, Principal.

MADAWASKA TRAINING SCHOOL, *Fort Kent*, Richard F. Crocker, Principal.

NASSON COLLEGE, *Springvale*, Mrs. Margaret Bennett, Secretary to the President.

PORTLAND JUNIOR COLLEGE, *Portland*, Leon G. Milliken.

RICKER JUNIOR COLLEGE, *Houlton*, Mary E. Peabody.

*UNIVERSITY OF MAINE, *Orono*, James A. Gannett, Registrar; Percy F. Crane, Director of Admissions.

WASHINGTON STATE NORMAL SCHOOL, *Machias*, Anne Wright.

WESTBROOK JUNIOR COLLEGE, *Portland*, Elsbeth Melville, Dean.

WESTERN STATE NORMAL SCHOOL, *Gorham*, Walter E. Russell, Principal.

MARYLAND

BLUE RIDGE COLLEGE, *New Windsor*, Margaret Girvan Westerhof.

*COLLEGE OF NOTRE DAME OF MARYLAND, *Baltimore*, Sister Mary Martina.

*GOUCHER COLLEGE, *Baltimore*, Carrie Mae Probst, Registrar; Naomi Riches, Director of Admissions.

*HOOD COLLEGE, *Frederick*, Grace N. Brown.

*JOHNS HOPKINS UNIVERSITY, *Baltimore*, Irene M. Davis.

*LOYOLA COLLEGE, *Baltimore*, Reverend Lawrence C. Gorman, Dean.

MARYLAND COLLEGE FOR WOMEN, *Lutherville*, Leone S. Williams, Dean.

*MOUNT ST. AGNES JUNIOR COLLEGE, *Mt. Washington*, Sister M. Rus.

*MOUNT ST. MARY'S COLLEGE, *Emmitsburg*, Reverend John F. Cogan, Director of Studies.

NATIONAL PARK COLLEGE (junior college), *Forest Glen*, Adelle Pomeroy.

ST. CHARLES COLLEGE (junior college), *Catonsville*, Reverend Lawrence A. Brown, Prefect of Studies.

*ST. JOHN'S COLLEGE, *Annapolis*, Miriam Strange.

*ST. JOSEPH'S COLLEGE, *Emmitsburg*, Sister Elizabeth Garner.

ST. MARY'S FEMALE SEMINARY (junior college), *St. Mary's City*, M. Adele France, President.

ST. MARY'S SEMINARY, *Baltimore*, Reverend Philip J. Blanc.

*STATE TEACHERS COLLEGE, *Frostburg*, Elizabeth Hitchins.

STATE TEACHERS COLLEGE, *Salisbury*, John W. Martin.

*STATE TEACHERS COLLEGE, *Towson*, Rebecca C. Tansil.

UNITED STATES NAVAL ACADEMY, *Annapolis*, Commander T. S. King, Secretary, Academic Board.

*UNIVERSITY OF MARYLAND, *College Park*, Willard M. Hillegeist, Director of Admissions; Alma H. Preinkert, Registrar.

**WASHINGTON COLLEGE, *Chestertown*, William R. Howell.

*WESTERN MARYLAND COLLEGE, *Westminster*, Mrs. Anna Houck Isanogle.

WOODSTOCK COLLEGE, *Woodstock*, Rev. Dominick J. Pandolfo.

MASSACHUSETTS

*AMERICAN INTERNATIONAL COLLEGE, *Springfield*, Mrs. Dora Martin Stryker, Registrar.

*AMHERST COLLEGE, *Amherst*, Gladys A. Kimball, Recorder.

ASSUMPTION COLLEGE, *Worcester*, Roland Leroy, Registrar.

- *ATLANTIC UNION COLLEGE, *South Lancaster*, H. U. Wendell, Registrar.
- *BOSTON COLLEGE, *Chestnut Hill*, Francis J. Campbell, Registrar.
- *BOSTON UNIVERSITY, *Boston*, Kenneth A. Bernard, Registrar, College of Liberal Arts; John Waters, Registrar, College of Business Administration.
- *BRADFORD JUNIOR COLLEGE, *Bradford*, Earl F. Roberts, Registrar.
- CLARK UNIVERSITY, *Worcester*, Mrs. Lydia Perry Colby, Recorder.
- EMERSON COLLEGE, *Boston*, Mrs. Nettie H. Chipman, Registrar.
- EMMANUEL COLLEGE, *Boston*, Sister Mary St. Edward, Registrar.
- *ERSKINE SCHOOL, *Boston*, Euphemia E. McClintock, Director.
- *HARVARD UNIVERSITY, *Cambridge*, R. H. Phelps, Assistant Dean in Charge of Records.
- *HOLY CROSS COLLEGE, *Worcester*, R. D. Kennedy, Registrar.
- *INTERNATIONAL Y.M.C.A. COLLEGE, *Springfield*, Albert Z. Mann, Dean and Registrar (Corporate title for Springfield College).
- LASELL JUNIOR COLLEGE, *Auburndale*, Grace W. Irwin, Registrar.
- *LOWELL TEXTILE INSTITUTE, *Lowell*, Ruth Foote, Registrar.
- *MASSACHUSETTS INSTITUTE OF TECHNOLOGY, *Cambridge*, J. C. MacKinnon, Registrar.
- *MASSACHUSETTS STATE COLLEGE, *Amherst*, Marshall O. Lanphear, Assistant Dean.
- *MOUNT HOLYOKE COLLEGE, *South Hadley*, Ella S. Dickinson, Registrar.
- *NEW ENGLAND CONSERVATORY OF MUSIC, *Boston*, Wallace Goodrich.
- *NORTHEASTERN UNIVERSITY, *Boston*, John B. Pugsley, Director of School Administration.
- PINE MANOR JUNIOR COLLEGE, *Wellesley*, Helen Hall, Registrar.
- RADCLIFFE COLLEGE, *Cambridge*, Ruth Davenport, Registrar.
- *REGIS COLLEGE, *Weston*, Sister Mary Mildred, Registrar.
- *SIMMONS COLLEGE, *Boston*, Dora B. Sherburne, Registrar.
- *SMITH COLLEGE, *Northampton*, Joy Secor, Registrar.
- *SPRINGFIELD COLLEGE (see International Y.M.C.A. College).
- TUFTS COLLEGE, *Medford*, Mrs. Nellie W. Reynolds, Registrar.
- *WELLESLEY COLLEGE, *Wellesley*, Kathleen Elliott, College Recorder.
- *WHEATON COLLEGE, *Norton*, Sarah B. Young, Registrar.
- WILLIAMS COLLEGE, *Williamstown*, Doris Merriam, Recorder.
- *WORCESTER POLYTECHNIC INSTITUTE, *Worcester*, Gertrude R. Rugg, Registrar.

MICHIGAN

- ADRIAN COLLEGE, *Adrian*, Ray W. Barshney.
- *ALBION COLLEGE, *Albion*, W. W. Whitehouse, Dean and Registrar.
- *ALMA COLLEGE, *Alma*, Robert W. Clack.
- *BATTLE CREEK COLLEGE, *Battle Creek*, Glee Ellis Ryan.
- *BAY CITY JUNIOR COLLEGE, *Bay City*, Katherine Banta Bowley.
- *CALVIN COLLEGE, *Grand Rapids*, Harry G. Dekker.
- *CATHOLIC JUNIOR COLLEGE, *Grand Rapids*, Sister Mary Felix.
- *CENTRAL STATE TEACHERS COLLEGE, *Mount Pleasant*, Charles C. Barnes, Registrar and Dean.
- *CLEARY COLLEGE, *Ypsilanti*, Irene Hines.
- COLLEGE OF THE CITY OF DETROIT, now Wayne University.
- DETROIT INSTITUTE OF TECHNOLOGY, *Detroit*, Arthur E. Johnson, Jr.
- *EMMANUEL MISSIONARY COLLEGE, *Berrien Springs*, Mrs. Wanda MacMorland.
- *FERRIS INSTITUTE (junior college), *Big Rapids*, Grover C. Baker.
- FLINT JUNIOR COLLEGE, *Flint*, William S. Shattuck, Dean.

- *GRAND RAPIDS JUNIOR COLLEGE, *Grand Rapids*, Iva May Belden.
- HIGHLAND PARK JUNIOR COLLEGE, *Higbland Park*, George I. Altenburg.
- *HILLSDALE COLLEGE, *Hillsdale*, Florence L. Kreiter.
- HOPE COLLEGE, *Holland*, Thomas E. Welmrs.
- *IRONWOOD JUNIOR COLLEGE, *Ironwood*, S. E. Field.
- JACKSON JUNIOR COLLEGE, *Jackson*, F. J. Dove, Dean.
- *KALAMAZOO COLLEGE, *Kalamazoo*, J. H. Bacon.
- *MARYGROVE COLLEGE, *Detroit*, Sister Miriam Fidelis.
- *MERRILL-PALMER SCHOOL, *Detroit*, Mabel R. Rodgers.
- *MICHIGAN COLLEGE OF MINING AND TECHNOLOGY, *Houghton*, Leo F. Duggan.
- *MICHIGAN STATE COLLEGE, *East Lansing*, Elida Yakeley. *Robert Jinton*
- *MICHIGAN STATE NORMAL COLLEGE, *Ypsilanti*, C. P. Steimle.
- MUSKEGON JUNIOR COLLEGE, *Muskegon*, A. G. Umbreit, Director.
- *NAZARETH COLLEGE, *Nazareth*, Sister M. Claudia McGrail.
- *NORTHERN STATE TEACHERS COLLEGE, *Marquette*, L. O. Gant.
- *OLIVET COLLEGE, *Olivet*, Robert G. Ramsay.
- *PORT HURON JUNIOR COLLEGE, *Port Huron*, John H. McKenzie, Dean.
- ST. MARY'S COLLEGE, *Orchard Lake*, Reverend Francis X. Orlik.
- *UNIVERSITY OF DETROIT, *Detroit*, Florence Donohue.
- *UNIVERSITY OF MICHIGAN, *Ann Arbor*, Ira M. Smith.
- *WAYNE UNIVERSITY, formerly College of the City of Detroit, *Kalamazoo*, J. W. Baldwin.
- *WESTERN STATE TEACHERS COLLEGE, *Kalamazoo*, John C. Hoekje.

MINNESOTA

- AUGSBURG COLLEGE, *Minneapolis*, H. N. Hendrickson.
- *BEMIDJI STATE TEACHERS COLLEGE, *Bemidji*, Mabel E. Parker.
- BETHEL INSTITUTE (junior college), *St. Paul*, Emery Johnson, Dean.
- *CARLETON COLLEGE, *Northfield*, Peter Olesen.
- *COLLEGE OF ST. BENEDICT, *St. Joseph*, Sister Rosalinda.
- *COLLEGE OF ST. CATHERINE, *St. Paul*, Sister Helen Margaret.
- *COLLEGE OF ST. SCHOLASTICA, *Duluth*, Sister M. Mercedes Ryan.
- *COLLEGE OF ST. TERESA, *Winona*, Sister Mary Keating.
- *COLLEGE OF ST. THOMAS, *St. Paul*, Arnold E. Luger.
- CONCORDIA COLLEGE, *Moorhead*, Martha Brennum.
- CONCORDIA COLLEGE, *St. Paul*, Martin Graebner, President.
- *DULUTH JUNIOR COLLEGE, *Duluth*, Raymond D. Chadwick, Dean.
- DULUTH STATE TEACHERS COLLEGE, *Duluth*, Edith Swanson.
- ELY JUNIOR COLLEGE, *Ely*, F. S. Olson, Dean.
- EVELETH JUNIOR COLLEGE, *Eveleth*, O. H. Gibson, Dean.
- *GUSTAVUS ADOLPHUS COLLEGE, *St. Peter*, Anna C. Johnson.
- *HAMLINE UNIVERSITY, *St. Paul*, Claribelle Olson.
- HIBBING JUNIOR COLLEGE, *Hibbing*, Henry Drescher, Dean.
- ITASCA JUNIOR COLLEGE, *Coleraine*, Carl C. Guise, Dean.
- *MACALESTER COLLEGE, *St. Paul*, J. P. Hall.
- *MANKATO STATE TEACHERS COLLEGE, *Mankato*, Albert B. Morris.
- MOORHEAD STATE TEACHERS COLLEGE, *Moorhead*, Jennie M. Owens.
- ROCHESTER JUNIOR COLLEGE, *Rochester*, Hazel Creal.
- *ST. CLOUD STATE TEACHERS COLLEGE, *St. Cloud*, Mary Lilleskov.
- ST. JOHN'S UNIVERSITY, *Collegeville*, Reverend Damian Baker.
- *ST. MARY'S COLLEGE, *Winona*, Brother Leo.

ST. MARY'S HALL, *Faribault*, Katherine Caley, Principal.

*ST. OLAF COLLEGE, *Northfield*, John Bly.

*UNIVERSITY OF MINNESOTA, *Minneapolis*, R. M. West.

VIRGINIA JUNIOR COLLEGE, *Virginia*, Floyd B. Moe, Dean.

*WINONA STATE TEACHERS COLLEGE, *Winona*, Helen B. Pritchard, Secretary and Registrar.

MISSISSIPPI

ALL SAINTS JUNIOR COLLEGE, *Vicksburg*, Kate Shepherd.

BELHAVEN COLLEGE, *Jackson*, Annie McBride.

BENNETT ACADEMY, now Wood Junior College.

BLUE MOUNTAIN COLLEGE, *Blue Mountain*, Charles D. Johnson, Dean and Registrar.

CLARK MEMORIAL COLLEGE (junior college), *Newton*, John R. Carter, Dean.

COPIAH-LINCOLN, *Wesson*, Willie H. Smith.

*DELTA STATE TEACHERS COLLEGE, *Cleveland*, Katie D. Mauldin.

EAST CENTRAL JUNIOR COLLEGE, *Decatur*, C. R. Johnson.

EAST MISSISSIPPI JUNIOR COLLEGE, *Scooba*, L. A. Bass.

GRENADA COLLEGE (junior college), *Grenada*, Virginia Thomas (Permanently closed, summer 1937).

GULF PARK COLLEGE (junior college), *Gulfport*, Ruth Morgan, Acting Registrar.

HARRISON-STONE-JACKSON JUNIOR COLLEGE, *Perkinston*, B. P. Russum.

HILLMAN COLLEGE (junior college), *Clinton*, M. P. L. Berry, President and Registrar.

HINDS COUNTY JUNIOR COLLEGE, *Raymond*, G. J. Cain, President.

HOLMES COUNTY JUNIOR COLLEGE, *Goodman*, G. J. Everett.

JONES COUNTY JUNIOR COLLEGE, *Ellisville*, W. J. Moody.

*MILLSAPS COLLEGE, *Jackson*, G. L. Harrell.

*MISSISSIPPI COLLEGE, *Clinton*, Addie Mae Stevens.

*MISSISSIPPI STATE COLLEGE, *State College*, Ben Hilbun.

*MISSISSIPPI STATE COLLEGE FOR WOMEN, *Columbus*, G. T. Buckley.

MISSISSIPPI SYNODICAL COLLEGE, *Holly Springs*, Rachel Henderlite, Dean and Registrar.

MISSISSIPPI WOMAN'S COLLEGE, *Hattiesburg*, H. G. Steele, Dean and Registrar.

NORTHWEST MISSISSIPPI JUNIOR COLLEGE, *Senatobia*, M. L. Burks.

PEARL RIVER JUNIOR COLLEGE, *Poplarville*, J. R. Hillman.

SOUTHWEST JUNIOR COLLEGE, *Summit*, Mrs. Grace Felder.

*STATE TEACHERS COLLEGE, *Hattiesburg*, Mary Pulley.

SUNFLOWER JUNIOR COLLEGE, *Moorhead*, Agnes B. Hunter.

TATE COUNTY JUNIOR COLLEGE, now Northwest Mississippi Junior College.

*UNIVERSITY OF MISSISSIPPI, *University*, T. A. Bickerstaff.

WHITWORTH COLLEGE (junior college), *Brookhaven*, Nettie Walker.

WOOD JUNIOR COLLEGE, *Mathiston*, Mrs. Stella Weber, Registrar and Dean of Women.

MISSOURI

CENTRAL COLLEGE, *Fayette*, Martha C. Ricketts.

*CENTRAL MISSOURI STATE TEACHERS COLLEGE, *Warrensburg*, George E. Hoover.

CENTRAL WESLEYAN COLLEGE (junior college), *Warrenton*, Lula May Schulze.

CHRISTIAN COLLEGE (junior college), *Columbia*, J. Robert Sala, Dean.

CONCEPTION COLLEGE (junior college), *Conception*, Thomas Allen, Dean.

- CONCORDIA THEOLOGICAL SEMINARY, *St. Louis*, Reverend John H. C. Fritz, Dean.
- *CONSERVATORY OF MUSIC OF KANSAS CITY, *Kansas City*, Lillian M. Seller, Ass't Dir.
- *COTTEY JUNIOR COLLEGE, *Nevada*, Orpha L. Stockard.
- CULVER-STOCKTON COLLEGE, *Canton*, Lewis S. Hopkins, Dean and Registrar.
- DRURY COLLEGE, *Springfield*, Marie Killheffer, Acting Registrar.
- FLAT RIVER JUNIOR COLLEGE, *Flat River*, Bessie LaBrot.
- *FONTBONNE COLLEGE, *St. Louis*, Sister Susanne Marie Vachon.
- HANNIBAL-LAGRANGE COLLEGE (junior college), *Hannibal*, William E. Davidson.
- HARRIS TEACHERS COLLEGE, *St. Louis*, C. G. Vannest, Principal.
- IBERIA JUNIOR COLLEGE, *Iberia*, Katherine Newland.
- JUNIOR COLLEGE OF JEFFERSON CITY, *Jefferson City*, George J. Linker, Dean.
- JUNIOR COLLEGE OF KANSAS CITY, *Kansas City*, Ethel D. Pickett.
- *KEMPER MILITARY SCHOOL (junior college), *Boonville*, F. J. Marston, Dean.
- *LINDENWOOD COLLEGE, *St. Charles*, Dorothy L. Gehlbach.
- MARYHURST NORMAL SCHOOL, *Kirkwood*, Brother Eugene Paulin, Dean.
- MARYVILLE COLLEGE, *St. Louis*, Mother Mathilde Curran.
- *MISSOURI SCHOOL OF MINES AND METALLURGY, *Rolla*, H. H. Armsby, Registrar and Student Adviser.
- *MISSOURI VALLEY COLLEGE, *Marshall*, William R. Mitchell.
- MOBERLY JUNIOR COLLEGE, *Moberly*, Myron A. Spohrer, Dean.
- MONETT JUNIOR COLLEGE, *Monett*, M. L. Coleman, Dean.
- *NORTHEAST MISSOURI STATE TEACHERS COLLEGE, *Kirksville*, L. A. Eubank, Dean of Faculty.
- *NORTHWEST MISSOURI STATE TEACHERS COLLEGE, *Maryville*, R. E. Baldwin.
- *NOTRE DAME JUNIOR COLLEGE, *St. Louis*, Sr. Mary Eugenia Laker.
- *PARK COLLEGE, *Parkville*, Oleva Maria Morrison, Acting Registrar.
- *ROCKHURST COLLEGE, *Kansas City*, Reverend J. J. Gibbons, Dean and Registrar.
- *ST. JOSEPH JUNIOR COLLEGE, *St. Joseph*, Radiance Zollinger.
- ST. LOUIS INSTITUTE OF MUSIC (formerly Progressive Series Teachers College), *St. Louis*, R. E. Stuart, Educational Director.
- *ST. LOUIS UNIVERSITY, *St. Louis*, Elma Poole.
- ST. MARY'S JUNIOR COLLEGE, *O'Fallon*, Sister Mary Benigna Seitz.
- *ST. TERESA JUNIOR COLLEGE, *Kansas City*, Sister M. Gonzaga.
- *SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, *Cape Girardeau*, E. F. Vaeth.
- SOUTHWEST BAPTIST COLLEGE (junior college), *Bolivar*, Velma Leone Adams.
- SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, *Springfield*, Olive Galloway.
- *STEPHENS COLLEGE (junior college), *Columbia*, W. P. Shofstall, Dean of Administration.
- *TARKIO COLLEGE, *Tarkio*, E. V. McCollough.
- TEACHERS COLLEGE OF KANSAS CITY, *Kansas City*, K. Bruce.
- TRENTON JUNIOR COLLEGE, *Trenton*, S. M. Rissler, Superintendent.
- *UNIVERSITY OF KANSAS CITY, *Kansas City*, C. E. Evans.
- *UNIVERSITY OF MISSOURI, *Columbia*, S. Woodson Canada.
- *WASHINGTON UNIVERSITY, *St. Louis*, George W. Lamke.
- WASHINGTON UNIVERSITY SCHOOL OF MEDICINE, *St. Louis*, W. B. Parker.
- *WEBSTER COLLEGE, *Webster Groves*, Sister Borromeo Hynes.
- WENTWORTH MILITARY ACADEMY (junior college), *Lexington*, R. C. Ford, Dean.
- WESTMINSTER COLLEGE, *Fulton*, George B. Sweazey, Dean.
- WILLIAM JEWELL COLLEGE, *Liberty*, A. J. Moon, Dean and Registrar.
- WILLIAM WOODS COLLEGE (junior college), *Fulton*, Carmelita Gonzales.

MONTANA

- BILLINGS POLYTECHNIC INSTITUTE (junior college), *Billings*, Lincoln J. Aikins.
- *CARROLL COLLEGE, *Helena*, Reverend R. V. Kavanagh.
- COLLEGE OF GREAT FALLS (junior college), *Great Falls*, Sister Mildred Dolores.
- *EASTERN MONTANA NORMAL SCHOOL (junior college), *Billings*, Harry N. Stuber.
- INTERMOUNTAIN UNION COLLEGE (affiliated with Billings Polytechnic Institute), *Billings*, Lincoln J. Aikins.
- *MONTANA SCHOOL OF MINES, *Butte*, W. Milton Brown, Registrar and Business Manager.
- *MONTANA STATE COLLEGE, *Bozeman*, W. H. McCall.
- MONTANA STATE NORMAL COLLEGE, *Dillon*, Mary Hocking, Assistant Registrar, Acting.
- *MONTANA STATE UNIVERSITY, *Missoula*, James B. Speer, Registrar and Business Manager.
- *NORTHERN MONTANA COLLEGE (junior college), *Havre*, S. Kendrick Clarke, Registrar and Business Manager.

NEBRASKA

- COLLEGE OF ST. MARY (junior college), *Omaha*, Sister Mary Genevieve.
- *CONCORDIA TEACHERS COLLEGE (junior college), *Seward*, Wilfred F. Kruse.
- *CREIGHTON UNIVERSITY, *Omaha*, Claire McDermott.
- *DANA COLLEGE, *Blair*, C. X. Hansen, Acting President.
- *DOANE COLLEGE, *Crete*, Dwight G. Burrage.
- *DUCHESNE COLLEGE, *Omaha*, Mother Nora Kelly.
- *HASTINGS COLLEGE, *Hastings*, P. W. Evans.
- *HEBRON COLLEGE (junior college), *Hebron*, Lydia M. Peterson.
- LUTHER COLLEGE (junior college), *Wahoo*, Verne S. Sweedlun.
- MCCOOK JUNIOR COLLEGE, *McCook*, J. R. Johnson, Dean.
- *MIDLAND COLLEGE, *Fremont*, G. E. Hickman.
- *MUNICIPAL UNIVERSITY OF OMAHA, *Omaha*, Carl W. Helmstadter.
- NEBRASKA CENTRAL COLLEGE, *Central City*, Matthew H. Watson, Dean and Registrar.
- *NEBRASKA STATE NORMAL COLLEGE, *Chadron*, Sophia M. Uhiken.
- *NEBRASKA STATE TEACHERS COLLEGE, *Kearney*, Edith Smithy.
- *NEBRASKA STATE TEACHERS COLLEGE, *Wayne*, Leonard Good.
- *NEBRASKA WESLEYAN UNIVERSITY, *Lincoln*, Zazel Sloniger.
- *PERU STATE TEACHERS COLLEGE, *Peru*, E. H. Hayward.
- SCOTTSBLUFF JUNIOR COLLEGE, *Scottsbluff*, Lloyd A. Garrison, Dean.
- *UNION COLLEGE, *Lincoln*, Ruby Lea.
- *UNIVERSITY OF NEBRASKA, *Lincoln*, Florence I. McGahey.
- YORK COLLEGE, *York*, Anna J. Thompson.

NEVADA

- UNIVERSITY OF NEVADA, *Reno*, Mrs. Jeanette C. Rhodes, Registrar.

NEW HAMPSHIRE

- COLBY JUNIOR COLLEGE FOR WOMEN, *New London*, Alice Nash Wheeler.
- *DARTMOUTH COLLEGE, *Hanover*, R. O. Conant.
- ST. ANSELM'S COLLEGE, *Manchester*, Reverend Stephen Parent, O.S.B., Secretary.
- *UNIVERSITY OF NEW HAMPSHIRE, *Durham*, O. V. Henderson.

NEW JERSEY

- *BROTHERS COLLEGE, *Drew University, Madison*, F. Taylor Jones.
- CENTENARY JUNIOR COLLEGE, *Hackettstown*, Margaret S. Cummings.
- *COLLEGE OF SAINT ELIZABETH, *Convent Station*, Sister Helen Cecilia.
- GEORGIAN COURT COLLEGE, *Lakewood*, Sister Miriam.
- GLASSBORO STATE TEACHERS COLLEGE, *Glassboro*, Grace Bagg.
- *JERSEY CITY STATE TEACHERS COLLEGE, *Jersey City*, Mrs. Ruth C. Alexander.
- MONTCLAIR STATE TEACHERS COLLEGE, *Montclair*, Charlotte G. Murray.
- *NEWARK COLLEGE OF ENGINEERING, *Newark*, Paul L. Cambreleng, Registrar.
- NEWARK STATE TEACHERS COLLEGE, *Newark*, May Ewald.
- *NEW JERSEY COLLEGE FOR WOMEN (Rutgers University), *New Brunswick*, Esther W. Hawes.
- *PANZER COLLEGE OF PHYSICAL EDUCATION AND HYGIENE, *East Orange*, Agnes E. Burnham.
- PATERSON STATE TEACHERS COLLEGE, *Paterson*, Bertha M. Tyrrel.
- *PRINCETON UNIVERSITY, *Princeton*, Wilbur F. Kerr.
- *RUTGERS UNIVERSITY, *New Brunswick*, Luther H. Martin.
- ST. PETER'S COLLEGE, *Jersey City*, Gordon F. Cadisch, Dean.
- *SETON HALL COLLEGE, *South Orange*, Marie K. Fitzsimmons.
- *STEVENS INSTITUTE OF TECHNOLOGY, *Hoboken*, Nichol S. Memory, Director of Admissions and Records.
- TRENTON STATE TEACHERS COLLEGE, *Trenton*, Mrs. Lulu C. Haskell.
- UNIVERSITY OF NEWARK, *Newark*, Agnes D. Watt.
- *UPSALA COLLEGE, *East Orange*, Nils Albert Nilson.

NEW MEXICO

- *COLLEGE OF AGRICULTURE AND MECHANIC ARTS, *State College*, Era Rentfrow.
- *EASTERN NEW MEXICO JUNIOR COLLEGE, *Portales*, C. B. Wivel, Acting Registrar.
- *NEW MEXICO MILITARY INSTITUTE (junior college), *Roswell*, Modene D. Bates.
- *NEW MEXICO NORMAL UNIVERSITY, *Las Vegas*, Paul W. Davis.
- NEW MEXICO SCHOOL OF MINES, *Socorro*, L. R. Wilton.
- NEW MEXICO STATE TEACHERS COLLEGE, *Silver City*, Grace Kight.
- *UNIVERSITY OF NEW MEXICO, *Albuquerque*, Patrick Miller.

NEW YORK

- *ADELPHI COLLEGE, *Garden City*, Ruth Harley.
- *ALFRED UNIVERSITY, *Alfred*, W. A. Tittsworth.
- AUBURN THEOLOGICAL SEMINARY, *Auburn*, Caspar R. Gregory.
- BARD COLLEGE, see *Columbia University*.
- BARNARD COLLEGE, see *Columbia University*.
- BRIARCLIFF JUNIOR COLLEGE, *Briarcliff Manor*, Mrs. John Daniels, Director of Admissions.
- *BROOKLYN COLLEGE, *Brooklyn*, Samuel N. Kagen.
- CANISIUS COLLEGE, *Buffalo*, Daniel T. Bagen.
- CAZENOVIA SEMINARY (junior college), *Cazenovia*, Delia E. Berry.
- CLARKSON MEMORIAL COLLEGE OF TECHNOLOGY, *Potsdam*, Frederick A. Ramsdell.
- COLGATE-ROCHESTER DIVINITY SCHOOL, *Rochester*, Rev. Glenn B. Ervell.
- *COLGATE UNIVERSITY, *Hamilton*, F. M. Jones, Registrar; J. D. Howlett, Director of Admissions.
- *COLLEGE OF THE CITY OF NEW YORK, *New York*, John Ackley, Recorder.

- *COLLEGE OF MOUNT ST. VINCENT, *New York*, Sister Miriam Rose.
- *COLLEGE OF NEW ROCHELLE, *New Rochelle*, Mother M. Xavier.
- *COLLEGE OF ST. ROSE, *Albany*, Sister Rose of Lima.
- *COLUMBIA UNIVERSITY, *New York*, Edward J. Grant, Registrar; Frank H. Bowles, Director of Admissions.
 - BARD COLLEGE (undergraduate men's college), *Annandale*, Daniel S. Sanford, Jr.
 - BARNARD COLLEGE (women's college), Anna E. H. Meyer.
 - COLLEGE OF PHARMACY, W. B. Simpson.
 - TEACHERS COLLEGE, including New College, Frank H. Hagemeyer.
- CONCORDIA COLLEGIATE INSTITUTE (junior college), *Bronxville*, T. W. Hausmann, Registrar; H. F. Stein, Director of Admissions.
- COOPER UNION, *New York*, M. S. Wolf.
- *CORNELL UNIVERSITY, *Ithaca*, Eugene F. Bradford.
- *D'YOUVILLE COLLEGE, *Buffalo*, Sister St. Ursula.
- *EASTMAN SCHOOL OF MUSIC, University of Rochester, *Rochester*, Arthur H. Larson.
- *ELMIRA COLLEGE, *Elmira*, Susan Holleran.
- FINCH JUNIOR COLLEGE, *New York*, Katharine L. Pease.
- *FORDHAM UNIVERSITY, Fordham Division, *New York*, Thomas A. Reilly; Manhattan Division, E. Vincent O'Brien; Graduate School, John J. Propst.
- GENERAL THEOLOGICAL SEMINARY, *New York*, Reginald R. Belknap.
- GOOD COUNSEL COLLEGE, *White Plains*, Sister M. Ambrose.
- *HAMILTON COLLEGE, *Clinton*, Wallace B. Johnson.
- *HARTWICK COLLEGE, *Oneonta*, Theodore W. Mathews.
- *HOBART COLLEGE, *Geneva*, G. A. Roberts, Secretary of Admissions Committee.
- *HOUGHTON COLLEGE, *Houghton*, Mrs. Mary Freeman Bain.
- *HUNTER COLLEGE OF THE CITY OF NEW YORK, *New York*, Mrs. Mary B. J. Lehn.
- *ITHACA COLLEGE, *Ithaca*, Florence M. Howland.
- *KEUKA COLLEGE, *Keuka*, Helen M. Space.
- LADYCLIFF COLLEGE, *Highland Falls* (no report).
- *LONG ISLAND COLLEGE OF MEDICINE, *Brooklyn*, George H. Dwenger.
- *LONG ISLAND UNIVERSITY, *Brooklyn*, Arthur A. Welck.
- MANHATTAN COLLEGE, *New York*, Alfred D. Donovan.
- MANHATTANVILLE COLLEGE OF THE SACRED HEART, *New York*, Mary B. Tenney.
- *MARYMOUNT COLLEGE, *Tarrytown-on-Hudson*, M. Regina.
- *NAZARETH COLLEGE, *Rochester*, Sister Agnes Patricia.
- NEW SCHOOL FOR SOCIAL RESEARCH, *New York*, Marjery Scher, Secretary.
- NEW YORK SCHOOL OF SOCIAL WORK, *New York*, Dorothy Evans.
- *NEW YORK UNIVERSITY, *New York*, Henry G. Arnsdorf.
 - NASSAU COLLEGE, Hofstra Memorial, *Hempstead, Long Island*.
 - UNIVERSITY COLLEGE (undergraduate college), *University Heights*.
 - WASHINGTON SQUARE COLLEGE (downtown undergraduate college).
- NIAGARA UNIVERSITY, *Niagara*, Very Reverend John J. O'Bryne.
- *NEW YORK STATE COLLEGE FOR TEACHERS, *Albany*, Elizabeth Vandenburg.
- *NEW YORK STATE COLLEGE OF FORESTRY, *Syracuse*, Laurance Lee.
- NOTRE DAME COLLEGE OF STATEN ISLAND, *Staten Island*, Sister St. Egbert.
- *PACKER COLLEGIATE INSTITUTE (junior college), *Brooklyn*, Mrs. Hazel C. Quantin.
- *POLYTECHNIC INSTITUTE, *Brooklyn*, Ernest John Streubel.
- PRATT INSTITUTE, *Brooklyn*, Margaret A. Middleditch.
- *QUEENS UNIVERSITY, *Flushing*, Howard A. Knag, Deputy Recorder.
- *RENSELAER POLYTECHNIC INSTITUTE, *Troy*, M. L. Burke.
- *ROCHESTER ATHENAEUM AND MECHANICS INSTITUTE, *Rochester*, Roy B. Swain.
- *RUSSELL SAGE COLLEGE, *Troy*, Doris L. Crockett.

- *ST. BONAVENTURE'S COLLEGE, *Allegany*, Reverend Celsus Wheeler, O.F.M.
- *ST. FRANCIS COLLEGE, *Brooklyn*, Etheldreda A. Sullivan.
- *ST. JOHN'S UNIVERSITY, *Brooklyn*, Frederick E. Kienle.
- *ST. JOSEPH'S COLLEGE FOR WOMEN, *Brooklyn*, Frances McGuire.
- *ST. LAWRENCE UNIVERSITY, *Canton*, Helen E. Whalen.
- SARAH LAWRENCE COLLEGE, *Bronxville*, Jessie Bidwell, Recorder.
- *SKIDMORE COLLEGE, *Saratoga Springs*, Anna L. Hobbs.
- *STATE TEACHERS COLLEGE, *Buffalo*, Mrs. Isabel Houck Kidney.
- *SYRACUSE UNIVERSITY, *Syracuse*, Keith James Kennedy, Registrar; Frank Newton Bryant, Director of Admissions.
- UNION THEOLOGICAL SEMINARY, *New York*, Harold H. Tryon, Registrar and Secretary of the Faculty.
- *UNION UNIVERSITY, *Schenectady*, Charles F. F. Garis, Dean in charge of records; Charles N. Waldron, Secretary in charge of admissions.
- UNITED STATES MILITARY ACADEMY, *West Point*, Colonel R. G. Alexander, Chairman, Committee on Admissions.
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- *UNIVERSITY OF ROCHESTER, *Rochester*, Olive M. Schrader, Registrar, College for Men; Katharine Bowen, Registrar, College for Women; Arthur H. Larson, Secretary and Registrar, Eastman School of Music.
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- *WELLS COLLEGE, *Aurora*, Florence Moore.
- *WILLIAM SMITH COLLEGE, *Geneva*, Florence I. Haasarud.
- *YESHIVA COLLEGE, *New York*, Jacob Hartstein.

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- APPALACHIAN STATE TEACHERS COLLEGE, *Boone*, J. M. Downum.
- *ASHEVILLE NORMAL AND ASSOCIATED SCHOOLS, *Asheville*, Frances K. Cope, Secretary.
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- BOILING SPRINGS JUNIOR COLLEGE, *Boiling Springs*, A. C. Lovelace, President.
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- CATAWBA COLLEGE, *Salisbury*, William G. Cleaver.
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- *DAVIDSON COLLEGE, *Davidson*, F. W. Hengeveld.
- *DUKE UNIVERSITY, formerly Trinity College, *Durham*, H. J. Herring, Dean of Men.
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- ELON COLLEGE, *Elon College*, A. L. Hook.
- *FLORA MACDONALD COLLEGE, *Red Springs*, Hazel Morrison, Dean.
- *GREENSBORO COLLEGE, *Greensboro*, Letha Brock.
- GUILFORD COLLEGE, *Guilford College*, S. Era Lasley.
- HIGH POINT COLLEGE, *High Point*, N. P. Yarborough.

- LEES-MCRAE COLLEGE (junior college), *Banner Elk*, Edgar Tufts, President.
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- OAK RIDGE INSTITUTE (junior college), *Oak Ridge*, T. O. Wright.
- PEACE JUNIOR COLLEGE, *Raleigh*, Amelia Clark.
- PFEIFFER JUNIOR COLLEGE, *Misenheimer*, W. S. Sharp, President.
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- QUEENS-CHICORA COLLEGE, *Charlotte*, Samuel C. Byrd, Acting Registrar.
- RUTHERFORD COLLEGE, see Brevard College.
- ST. GENEVIEVE OF THE PINES (junior college), *Asheville*, Reverend Mother M. L. Lorin, President.
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- *SALEM COLLEGE, *Winston-Salem*, Marian Blair.
- TRINITY COLLEGE, now part of Duke University.
- *UNIVERSITY OF NORTH CAROLINA, *Chapel Hill*, Thomas J. Wilson, Jr., Dean of Admissions and Registrar.
- *WAKE FOREST COLLEGE, *Wake Forest*, G. S. Patterson.
- WEAVER COLLEGE, see Brevard College.
- *WESTERN CAROLINA TEACHERS COLLEGE, formerly *Cullowhee* State Normal School, *Cullowhee*, Addie Beam.
- WINGATE JUNIOR COLLEGE, *Wingate*, C. C. Burris, Dean.
- *WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA, *Greensboro*, Mary Taylor Moore.

NORTH DAKOTA

- JAMESTOWN COLLEGE, *Jamestown*, William B. Thomas.
- *NORTH DAKOTA AGRICULTURAL COLLEGE, *State College*, Viola Borderud, Acting Registrar.
- NORTH DAKOTA STATE SCHOOL OF FORESTRY (junior college), *Bottineau*, A. A. McMaster, Secretary and Registrar.
- NORTH DAKOTA STATE SCHOOL OF SCIENCE (junior college), *Wahpeton*, Edith Brydahl.
- STATE NORMAL AND INDUSTRIAL SCHOOL, *Ellendale*, Mrs. Alice P. Banks, Secretary and Registrar.
- STATE TEACHERS COLLEGE, *Dickinson*, C. A. Bugbee.
- STATE TEACHERS COLLEGE, *Mayville*, C. O. Mehuse.
- *STATE TEACHERS COLLEGE, *Minot*, Albert E. Kent.
- *STATE TEACHERS COLLEGE, *Valley City*, Adolf Soroos.
- *UNIVERSITY OF NORTH DAKOTA, *Grand Forks*, R. O. Wilson, Registrar and Secretary of Faculties.
- WESLEY COLLEGE, *Grand Forks*, Vernice Aldrich, Secretary and Registrar.

OHIO

- *ANTIOCH COLLEGE, *Yellow Springs*, Susan G. Fralick.
- *ASHLAND COLLEGE, *Ashland*, M. P. Puterbaugh.
- *BALDWIN-WALLACE COLLEGE, *Berea*, Jess J. Petty.
- BLUFFTON COLLEGE, *Bluffton*, E. J. Hirschler.
- *BOWLING GREEN STATE UNIVERSITY, *Bowling Green*, C. D. Perry.
- CAPITAL UNIVERSITY, *Columbus*, R. B. Wildermuth.
- *CASE SCHOOL OF APPLIED SCIENCE, *Cleveland*, W. E. Nudd.
- CEDARVILLE COLLEGE, *Cedarville*, A. J. Hostetler.
- CINCINNATI CONSERVATORY OF MUSIC, *Cincinnati*, Mildred Eakes.
- *COLLEGE OF MOUNT ST. JOSEPH-ON-THE-OHIO, *Mount St. Joseph*, Sister Elizabeth Seton.
- *COLLEGE OF WOOSTER, *Wooster*, Arthur F. Southwick.
- DEFIANCE COLLEGE, *Defiance*, L. Ward McReynolds, Dean, Mrs. Iris White, Acting Registrar.
- *DENISON UNIVERSITY, *Granville*, Donald R. Fitch.
- DESALES COLLEGE, *Cleveland*, Robert O'Connor, Registrar.
- FENN COLLEGE (Y.M.C.A. School), *Cleveland*, W. R. Goetsch, Registrar.
- FINDLAY COLLEGE, *Findlay*, Myrtle Deming.
- *FLORA STONE MATHER OF WESTERN RESERVE UNIVERSITY, *Cleveland*, Elinor R. Wells.
- FRANKLIN UNIVERSITY (Y.M.C.A. School), *Columbus*, Ann Glassburn, Recorder.
- *HEIDELBERG COLLEGE, *Tiffin*, I. F. Williams.
- HEBREW UNION COLLEGE, *Cincinnati*, Henry Englander, Acting Registrar.
- *HIRAM COLLEGE, *Hiram*, Lawrence C. Underwood.
- HOLBROOK COLLEGE, *Manchester*, H. E. Cunningham, President, Clarice M. McAdow, Registrar.
- *JOHN CARROLL UNIVERSITY, *Cleveland*, Ray C. Miller.
- *KENT STATE UNIVERSITY, *Kent*, Emmet C. Stopher.
- *KENYON COLLEGE, *Gambier*, Clarence P. Gould.
- *LAKE ERIE COLLEGE, *Painesville*, Helen B. Dunlap.
- *MARIETTA COLLEGE, *Marietta*, Lillian Spindler.
- *MARY MANSE COLLEGE, *Toledo*, Sister Mary Alma.
- *MIAMI UNIVERSITY, *Oxford*, W. C. Smyser.
- MOUNT UNION COLLEGE, *Alliance*, Verna Lower.
- *MUSKINGUM COLLEGE, *New Concord*, Carrie E. McKnight.
- *NOTRE DAME COLLEGE, *South Euclid*, Sister Mary Aquinas.
- *OBERLIN COLLEGE, *Oberlin*, Donald M. Love.
- OHIO MECHANICS INSTITUTE, *Cincinnati*, Marie P. Niederlehner.
- *OHIO NORTHERN UNIVERSITY, *Ada*, Margaret Whitworth.
- *OHIO STATE UNIVERSITY, *Columbus*, Edith C. Cockins, Registrar; B. L. Stradley, Examiner.
- *OHIO UNIVERSITY, *Athens*, F. B. Dilley, Registrar and Chairman of Entrance Board.
- *OHIO WESLEYAN UNIVERSITY, *Delaware*, Allen C. Conger.
- *OTTERBEIN COLLEGE, *Westerville*, Floyd J. Vance.
- *OUR LADY OF CINCINNATI COLLEGE, *Cincinnati*, Sister Mary Grace.
- RIO GRANDE COLLEGE (junior college), *Rio Grande*, F. K. Zimmerman.
- *ST. MARY'S OF THE SPRINGS COLLEGE, *East Columbus*, Sister Anselma.
- SCHAUFFLER COLLEGE, *Cleveland*, Marie A. Jindra.
- *SISTERS COLLEGE OF CLEVELAND, *Cleveland*, Florence J. Dicker.

*TEACHERS COLLEGE OF THE ATHENAEUM OF OHIO, *Cincinnati*, Reverend Carl J. Ryan, Dean and Registrar.

*UNIVERSITY OF AKRON, *Akron*, R. H. Schmidt.

*UNIVERSITY OF CINCINNATI, *Cincinnati*, Mrs. Lelia G. Hartman.

*UNIVERSITY OF DAYTON, *Dayton*, Reverend George J. Renneker.

*UNIVERSITY OF TOLEDO, *Toledo*, Hazel Geiner.

URBANA JUNIOR COLLEGE, *Urbana*, Myron H. Broomell.

*URSULINE COLLEGE, *Cleveland*, Sister Mary Grace.

*WESTERN COLLEGE, *Oxford*, Alice L. Butler.

*WESTERN RESERVE UNIVERSITY, *Cleveland*, W. G. Leutner, President; Adelbert College, W. D. Trautman, Dean; Cleveland College, E. T. Downer, Registrar.

WILMINGTON COLLEGE, *Wilmington*, Margaret Mitchell.

*WITTENBERG COLLEGE, *Springfield*, Grace N. Hannaford.

*XAVIER UNIVERSITY, *Cincinnati*, Raymond Fellingner.

YOUNGSTOWN COLLEGE, *Youngstown*, P. P. Buchanan.

OKLAHOMA

ALTUS PUBLIC JUNIOR COLLEGE, *Altus*, Emily B. Smith, Dean.

BACONE COLLEGE (junior college), *Bacone*, Winthrop W. Dolan, Dean.

BARTLESVILLE PUBLIC JUNIOR COLLEGE, *Bartlesville*, Herbert E. Wrinkle, Superintendent.

BETHANY-PENEIL COLLEGE, *Bethany*, Willis B. Dobson.

BRISTOW PUBLIC JUNIOR COLLEGE, *Bristow*, Mrs. E. H. Black.

CAMERON STATE SCHOOL OF AGRICULTURE (junior college), *Lawton*, Oscar C. Elkins, Chief Clerk and Registrar.

CAPITOL HILL JUNIOR COLLEGE, *Oklahoma City*, W. H. Meigs, Acting Dean.

*CATHOLIC COLLEGE OF OKLAHOMA FOR YOUNG WOMEN, *Guthrie*, Sister M. Bonaventure.

*CENTRAL STATE TEACHERS COLLEGE, *Edmond*, A. G. Hitchcock.

CONNORS STATE SCHOOL OF AGRICULTURE, *Warner*, Carrie B. Meyer, Chief Clerk and Registrar.

DUNCAN PUBLIC JUNIOR COLLEGE, *Duncan*, N. L. George, Superintendent.

*EAST CENTRAL STATE TEACHERS COLLEGE, *Ada*, William Harvey Faust.

EASTERN OKLAHOMA COLLEGE (junior college), *Wilburton*, Carrie Chandler, Secretary and Chief Clerk.

HARMON COUNTY JUNIOR COLLEGE, *Hollis*, Hurshal H. Risinger, Dean.

KIOWA COUNTY PUBLIC JUNIOR COLLEGE, *Hobart*, Annetta Duggan.

MANGUM PUBLIC JUNIOR COLLEGE, *Mangum*, Homer S. Reese, Superintendent.

MONTE CASSINO JUNIOR COLLEGE, *Tulsa*, Sister M. Basil.

MURRAY STATE SCHOOL OF AGRICULTURE (junior college), *Tishomingo*, W. W. Horne.

MUSKOGEE PUBLIC JUNIOR COLLEGE, *Muskogee*, Bessie M. Huff, Dean.

NORTHEASTERN OKLAHOMA JUNIOR COLLEGE, *Miami*, Reavis J. Foster, Chief Clerk and Registrar.

NORTHEASTERN STATE TEACHERS COLLEGE, *Tablequah*, R. K. McIntosh.

*NORTHWESTERN STATE TEACHERS COLLEGE, *Alva*, G. C. Jackson.

OKEMAH PUBLIC JUNIOR COLLEGE, *Okemah*, H. L. Allen, Superintendent.

*OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, *Stillwater*, H. H. Flinn, Registrar; Herbert Patterson, Director of Admissions.

*OKLAHOMA BAPTIST UNIVERSITY, *Shawnee*, Lewis E. Solomon.

*OKLAHOMA CITY UNIVERSITY, *Oklahoma City*, L. A. Jones.

- *OKLAHOMA COLLEGE FOR WOMEN, *Chickasha*, Broun H. Mayall.
- OKLAHOMA MILITARY ACADEMY (junior college), *Claremore*, Captain H. G. Riggs, Registrar and Librarian.
- OKMULGEE PUBLIC JUNIOR COLLEGE, *Okmulgee*, John N. Alley, Acting Registrar.
- PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE, *Goodwell*, Marvin McKee.
- PAWHUSKA PUBLIC JUNIOR COLLEGE, *Pawhuska*, Harry E. Moore, Superintendent.
- PAWNEE JUNIOR COLLEGE, *Pawnee*, Stanley J. Bryant, Superintendent.
- *PHILLIPS UNIVERSITY, *Enid*, W. M. Reeves.
- SAPULPA PUBLIC JUNIOR COLLEGE, *Sapulpa*, Erma Morris.
- SEMINOLE PUBLIC JUNIOR COLLEGE, *Seminole*, John G. Mitchell, Superintendent.
- SHIDLER PUBLIC JUNIOR COLLEGE, *Shidler*, M. B. Nelson, Superintendent.
- *SOUTHEASTERN STATE TEACHERS COLLEGE, *Durant*, E. H. McCune.
- *SOUTHWESTERN STATE TEACHERS COLLEGE, *Weatherford*, Richard Vorheis.
- *UNIVERSITY OF OKLAHOMA, *Norman*, George E. Wadsack, Registrar; Roy Gittinger, Director of Admissions.
- UNIVERSITY PREPARATORY SCHOOL AND JUNIOR COLLEGE, *Tonkawa*, Gladys Elizabeth Meanor.
- *UNIVERSITY OF TULSA, *Tulsa*, John E. Fellows.
- WOODWARD PUBLIC JUNIOR COLLEGE, *Woodward*, Irene Walker, Dean.

OREGON

- ALBANY COLLEGE, *Albany*, Wallace Howe Lee.
- COLUMBIA UNIVERSITY, now University of Portland.
- EASTERN OREGON NORMAL SCHOOL, *LaGrande*, Helen S. Moor.
- EUGENE BIBLE COLLEGE, now Northwest Christian College.
- LINFIELD COLLEGE, *McMinnville*, J. Kenneth Riley.
- MARYLHURST COLLEGE, *Oswego*, Sister Francis Mary.
- MARYLHURST NORMAL SCHOOL, *Oswego*, Sister M. Rose Angela.
- MOUNT ANGEL COLLEGE, *St. Benedict*, Reverend James Koessler.
- MOUNT ANGEL NORMAL SCHOOL, *Mt. Angel*, Reverend Vincent Koppert.
- MULTNOMAH COLLEGE, *Portland*, Arthur Graper, Secretary.
- NORTHWEST CHRISTIAN COLLEGE, formerly Eugene Bible College, *Eugene*, Kendall E. Burke.
- *OREGON NORMAL SCHOOL, *Monmouth*, Bertha Brainerd.
- *OREGON STATE AGRICULTURAL COLLEGE, *Corvallis*, E. B. Lemon.
- PACIFIC COLLEGE, *Newberg*, Chase L. Conover.
- *PACIFIC UNIVERSITY, *Forest Grove*, Henry Ferris Price.
- *REED COLLEGE, *Portland*, Margaret A. Scott.
- ST. HELEN'S HALL JUNIOR COLLEGE, *Portland*, Katherine S. Arnold.
- ST. MARY'S COLLEGE, *Portland*, merged with Marylhurst College.
- SOUTHERN OREGON NORMAL SCHOOL, *Ashland*, Katherine M. Vincent.
- *UNIVERSITY OF OREGON, *Eugene*, Earl M. Pallett.
- UNIVERSITY OF PORTLAND, formerly Columbia University, *Portland*, Edwin Fitzpatrick.
- WILLAMETTE UNIVERSITY, *Salem*, Ethel A. Schreiber, Recorder.

PENNSYLVANIA

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- * ALLEGHENY COLLEGE, *Meadville*, Clarence F. Ross, Vice-President and Registrar.
- ALLIANCE COLLEGE (junior college), *Cambridge Springs*, Edward N. Kuberski, President.
- * BEAVER COLLEGE, *Jenkintown*, Roberta Paulhamus.
- * BRYN MAWR COLLEGE, *Bryn Mawr*, Barbara Gaviller, Secretary and Registrar.
- BUCKNELL UNIVERSITY JUNIOR COLLEGE, *Wilkes-Barre*, George R. Faint, Registrar.
- * BUCKNELL UNIVERSITY, *Lewisburg*, Henry W. Holter.
- * CARNEGIE INSTITUTE OF TECHNOLOGY, *Pittsburgh*, Alan Bright.
- CEDAR CREST COLLEGE, *Allentown*, Elizabeth M. Curtis.
- * COLLEGE MISERICORDIA, *Dallas*, Sister Mary Rosaire.
- * DICKINSON COLLEGE, *Carlisle*, Russel I. Thompson.
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- DUBOIS UNDERGRADUATE CENTER OF THE PENNSYLVANIA STATE COLLEGE, *DuBois*, E. W. Zoller, Administrative Head, (freshman and sophomore years).
- * DUQUESNE UNIVERSITY, *Pittsburgh*, Hugh T. Duffy.
- ELIZABETHTOWN COLLEGE, *Elizabethtown*, A. C. Baugher, Dean.
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- * GETTYSBURG COLLEGE, *Gettysburg*, Clyde B. Stover.
- * GROVE CITY COLLEGE, *Grove City*, Harold O. White, Registrar and Secretary of the Faculty.
- HAVERFORD COLLEGE, *Haverford*, Oscar M. Chase, Registrar and Bursar.
- HAZELTON UNDERGRADUATE CENTER OF THE PENNSYLVANIA STATE COLLEGE, *Hazleton*, Robert E. Eiche, Administrative Head, (freshman and sophomore years).
- ILLMAN TRAINING SCHOOL FOR KINDERGARTEN AND PRIMARY TEACHERS, *Philadelphia*, H. Mildred Matlack, Secretary and Registrar.
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- * LAFAYETTE COLLEGE, *Easton*, William M. Smith.
- * LASALLE COLLEGE, *Philadelphia*, Reverend Brother G. Joseph.
- * LEBANON VALLEY COLLEGE, *Annvile*, S. O. Grimm.
- * LEHIGH UNIVERSITY, *Bethlehem*, ~~George B. Curtis~~, Registrar and Secretary.
- * MARYWOOD COLLEGE, *Scranton*, Sister M. Theodosia.
- * MERCYHURST COLLEGE, *Erie*, Sister Mary Alice Weber.
- * MESSIAH BIBLE COLLEGE (junior college), *Grantham*, A. W. Climenhaga, Dean.
- * MORAVIAN COLLEGE, *Bethlehem*, George D. Turner, Registrar and Secretary to the Faculty.
- * MORAVIAN COLLEGE FOR WOMEN, *Bethlehem*, Arthur S. Cooley.
- * MOUNT SAINT JOSEPH COLLEGE, *Philadelphia*, Sister Clare Joseph.
- MUHLENBERG COLLEGE, *Allentown*, Harry B. Benfer.
- OGONTZ SCHOOL (junior college), *Rydal*, Abby A. Sutherland, Principal.
- PENN HALL JUNIOR COLLEGE, *Chambersburg*, Frank Cecil Baldwin, Dean.
- * PENNSYLVANIA COLLEGE FOR WOMEN, *Pittsburgh*, Mary Helen Marks, Dean.
- * PENNSYLVANIA MILITARY COLLEGE, *Chester*, Karl E. Agan.
- * THE PENNSYLVANIA STATE COLLEGE, *State College*, William S. Hoffman, Registrar; C. E. Marquardt, Examiner.
- * PHILADELPHIA COLLEGE OF OSTEOPATHY, *Philadelphia*, Floyd L. Kifford, Registrar.

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- *PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE, *Philadelphia*, John E. Kramer.
- *ROSEMONT COLLEGE, *Rosemont*, Mother Mary Amadeus, Registrar.
- *ST. FRANCIS COLLEGE, *Loretto*, Reverend Xavier Crowley.
ST. JOHN KANTY COLLEGE, *Erie*, Very Reverend Michael Sadowski, President.
ST. JOSEPH'S COLLEGE, *Philadelphia*, Michael P. Boland.
- *ST. THOMAS COLLEGE, *Scranton*, Frank J. O'Hara, Secretary and Registrar.
ST. VINCENT COLLEGE, *Latrobe*, Reverend Alcuin Tasch, Secretary.
- SCHUYLKILL UNDERGRADUATE CENTER OF THE PENNSYLVANIA STATE COLLEGE, *Pottsville*, Walter VanVoorhis, Administrative Head, (freshman and sophomore years).
- SCRANTON-KEYSTONE JUNIOR COLLEGE, *La Plume*, W. L. Williams, Dean.
- *SETON HILL COLLEGE, *Greensburg*, Sister Eucharist O'Hagan.
STATE TEACHERS COLLEGE, *Bloomsburg*, H. A. Andruss, Dean of Instruction.
STATE TEACHERS COLLEGE, *California*, Elizabeth C. Bertley.
STATE TEACHERS COLLEGE, *Clarion*, Lottie J. Wingard.
STATE TEACHERS COLLEGE, *East Stroudsburg*, C. J. Naegle, Dean of Instruction.
STATE TEACHERS COLLEGE, *Edinboro*, W. A. Wheatley, Dean of Instruction.
- *STATE TEACHERS COLLEGE, *Indiana*, Mary L. Esch.
STATE TEACHERS COLLEGE, *Kutztown*, Clark R. McClelland, Dean of Instruction.
STATE TEACHERS COLLEGE, *Lock Haven*, Roy Stewart MacDougall, Dean of Instruction.
- STATE TEACHERS COLLEGE, *Mansfield*, A. T. Belknap, Dean of Instruction.
STATE TEACHERS COLLEGE, *Millersville*, Edna N. Habecker, Registrar.
STATE TEACHERS COLLEGE, *Shippensburg*, Elizabeth T. Noftsker, Registrar.
STATE TEACHERS COLLEGE, *Slippery Rock*, Maree McKay.
STATE TEACHERS COLLEGE, *West Chester*, George S. Roberts.
- *SUSQUEHANNA UNIVERSITY, *Selinsgrove*, Ella Engel.
- *SWARTHMORE COLLEGE, *Swarthmore*, Harold E. B. Speight, Dean of Men.
- *TEMPLE UNIVERSITY, *Philadelphia*, M. E. Gladfelter.
- *THIEL COLLEGE, *Greenville*, H. G. Gebert.
- *UNIVERSITY OF PENNSYLVANIA, *Philadelphia*, George E. Nitzsche, Recorder; Arnold K. Henry, Director of Admissions.
- **UNIVERSITY OF PITTSBURGH, *Pittsburgh*, J. G. Quick.
UNIVERSITY OF PITTSBURGH JUNIOR COLLEGE, *Erie*, W. W. D. Sones, Head.
UNIVERSITY OF PITTSBURGH JUNIOR COLLEGE, *Johnstown*, Kendell S. Tesh.
- *URSINUS COLLEGE, *Collegeville*, Reverend Franklin I. Sheeder.
- *VILLA MARIA COLLEGE, *Erie*, Theresa C. Kaminsky.
VILLANOVA COLLEGE, *Villanova*, Paetrus F. Banmiller.
- *WASHINGTON AND JEFFERSON COLLEGE, *Washington*, Leslie A. Foust.
WAYNESBURG COLLEGE, *Waynesburg*, Ruth Brock, Registrar and Secretary to the President.
- *WESTMINSTER COLLEGE, *New Wilmington*, James A. Swindler.
WILLIAMSPORT DICKINSON JUNIOR COLLEGE, *Williamsport*, Reverend John W. Long, President.
- *WILSON COLLEGE, *Chambersburg*, Margaret Criswell Disert.
WYOMISSING POLYTECHNIC INSTITUTE (junior college), *Wyomissing*, Arthur Harper, President.

PUERTO RICO

- *UNIVERSITY OF PUERTO RICO, *Rio Piedras*, J. F. Maura.

RHODE ISLAND

- *BROWN UNIVERSITY, *Providence*, Frederick T. Guild, Registrar; Bruce M. Bigelow, Director of Admissions.
- *PEMBROKE COLLEGE, *Brown University, Providence*, Mrs. Mildred W. Cull, Registrar; Eva A. Mooar, Director of Admissions.
- PROVIDENCE COLLEGE, *Providence*, Reverend Daniel Michael Galliher.
- *RHODE ISLAND STATE COLLEGE, *Kingston*, Lucy C. Tucker.

SOUTH CAROLINA

- ANDERSON JUNIOR COLLEGE, *Anderson*, Kathryn Copeland, Dean of Faculty.
- *CITADEL, THE, *Charleston*, Leonard A. Prouty.
- *CLEMSON COLLEGE, *Clemson College*, G. E. Metz.
- *COKER COLLEGE, *Hartsville*, Leonora A. Dorsey, Registrar and Dean of Women.
- COLLEGE OF CHARLESTON, *Charleston*, Katie Lee.
- *COLUMBIA BIBLE COLLEGE, *Columbia*, Reverend J. A. M. Kimber.
- COLUMBIA COLLEGE, *Columbia*, E. Jane McDonald, Registrar and Secretary to the President.
- *CONVERSE COLLEGE, *Spartanburg*, Alice A. Peck.
- ERSKINE COLLEGE, *Due West*, Robert C. Brownlee, Registrar and Business Manager.
- *FURMAN UNIVERSITY, *Greenville*, M. S. Fletcher.
- GREENVILLE WOMAN'S COLLEGE, consolidated with Furman University.
- LANDER COLLEGE, *Greenwood*, C. A. Haskew.
- *LIMESTONE COLLEGE, *Gaffney*, Miriam A. Thompson.
- LUTHERAN THEOLOGICAL SEMINARY, *Columbia*, C. A. Freed, President.
- MEDICAL COLLEGE OF SOUTH CAROLINA, *Charleston*, W. C. O'Driscoll.
- *NEWBERRY COLLEGE, *Newberry*, Christopher A. Kaufmann.
- PRESBYTERIAN COLLEGE, *Clinton*, Mrs. Lillian Gross Brown.
- TEXTILE INDUSTRIAL INSTITUTE (junior college), *Spartanburg*, R. R. Burgess.
- *UNIVERSITY OF SOUTH CAROLINA, *Columbia*, John A. Chase, Jr.
- WESLEYAN METHODIST COLLEGE, *Central*, R. C. Mullinah.
- *WINTHROP COLLEGE, *Rock Hill*, John G. Kelly.
- WOFFORD COLLEGE, *Spartanburg*, A. MASON DUPRE, Registrar and Dean.
- WOMAN'S COLLEGE OF DUE WEST, consolidated with Erskine College.

SOUTH DAKOTA

- *AUGUSTANA COLLEGE, *Sioux Falls*, John G. Berdahl.
- *DAKOTA WESLEYAN UNIVERSITY, *Mitchell*, Letitia Hahn.
- *EASTERN STATE NORMAL SCHOOL, *Madison*, Alice M. Montgomery, Registrar and Director of Teacher Placement.
- FREEMAN COLLEGE (junior college), *Freeman*, Benjamin P. Waltner.
- *HURON COLLEGE, *Huron*, Ella McIntire.
- NORTHERN NORMAL AND INDUSTRIAL SCHOOL, *Aberdeen*, Mabel M. Espelien.
- NOTRE DAME JUNIOR COLLEGE, *Mitchell*, Sister M. Clement.
- MT. MARTY JUNIOR COLLEGE, *Yankton*, Sister M. Ignatius.
- *SOUTH DAKOTA SCHOOL OF MINES, *Rapid City*, H. Merle Parsons, Secretary and Registrar.
- SIoux FALLS COLLEGE, *Sioux Falls*, M. F. Martini.
- *SOUTH DAKOTA STATE COLLEGE, *Brookings*, David B. Doner.
- SPEARFISH NORMAL SCHOOL, *Spearfish*, Mildred E. Kamman.
- SPRINGFIELD NORMAL SCHOOL, *Springfield*, H. A. Deckert.

- *UNIVERSITY OF SOUTH DAKOTA, *Vermillion*, H. W. Frankenfeld, Registrar and University Examiner.
WESSINGTON SPRINGS (junior college), *Wessington Springs*, J. Louise Maynard.
YANKTON COLLEGE, *Yankton*, M. A. Stewart.

TENNESSEE

- AUSTIN-PEAY NORMAL SCHOOL (junior college), *Clarksville*, Halbert Harvill.
BETHEL COLLEGE, *McKenzie*, Julia Chumbler.
BOB JONES COLLEGE, *Cleveland*, Eunice Hutto.
BURRITT COLLEGE (junior college), *Spencer*, Icie Lee Lewis.
CARSON-NEWMAN COLLEGE, *Jefferson City*, Roger H. Lambright.
CUMBERLAND UNIVERSITY, *Lebanon*, Dean William Donnell Young.
DAVID LIPSCOMB COLLEGE (junior college), *Nashville*, J. Ridley Stroop.
FREED-HARDEMAN COLLEGE (junior college), *Henderson*, Ruby Lindsey.
*GEORGE PEABODY COLLEGE FOR TEACHERS, *Nashville*, J. R. Robinson.
HIWASSEE COLLEGE (junior college), *Madisonville*, W. V. Helsley.
JOHNSON BIBLE COLLEGE, *Kimberlin Heights*, Alva R. Brown, President and Registrar.
KING COLLEGE, *Bristol*, George W. Pierson.
LAMBUTH COLLEGE, *Jackson*, Helen Womack.
*LINCOLN MEMORIAL UNIVERSITY, *Harrogate*, Hugh T. Ramsey.
MARTIN COLLEGE (junior college), *Pulaski*, Ellen Church.
*MARYVILLE COLLEGE, *Maryville*, Frank D. McClelland.
*MILLIGAN COLLEGE, *Milligan College*, Mrs. Kathleen Church.
*NASHVILLE AGRICULTURAL AND NORMAL INSTITUTE, *Madison*, Florence Hartsock.
*SCARRITT COLLEGE FOR CHRISTIAN WORKERS, *Nashville*, J. M. Batten.
*SOUTHERN JUNIOR COLLEGE, *Collegedale*, Theodora Wirak.
*SOUTHWESTERN, *Memphis*, Annie Beth Gary.
ST. AGNES COLLEGE, *Memphis*, Sister M. Albertina.
*STATE TEACHERS COLLEGE, *Johnson City*, Frank Field.
STATE TEACHERS COLLEGE, *Memphis*, J. M. Smith.
STATE TEACHERS COLLEGE, *Murfreesboro*, N. C. Beasley.
TENNESSEE COLLEGE, *Murfreesboro*, James A. Kirtley, Dean.
*TENNESSEE POLYTECHNIC INSTITUTE, *Cookeville*, A. W. Smith.
*TENNESSEE WESLEYAN COLLEGE (junior college), *Athens*, Clarence O. Douglass.
TREVECCA COLLEGE (junior college), *Nashville*, Amy L. Person.
*TUSCULUM COLLEGE, *Greeneville*, John W. Faulds.
*UNION UNIVERSITY, *Jackson*, Gladys Ivy.
*UNIVERSITY OF CHATTANOOGA, *Chattanooga*, Betty Blocker.
UNIVERSITY OF THE SOUTH, *Sewanee*, Mrs. R. G. Dudley.
*UNIVERSITY OF TENNESSEE, *Knoxville*, Richmond F. Thomason.
UNIVERSITY OF TENNESSEE JUNIOR COLLEGE, *Martin*, Mrs. Myrtle H. Phillips.
*VANDERBILT UNIVERSITY, *Nashville*, Mrs. Mary Webb Haggard.
WARD-BELMONT COLLEGE (junior college), *Nashville*, J. E. Burk.
WILLIAM JENNINGS BRYAN UNIVERSITY, *Dayton*, D. W. Ryther, Jr.

TEXAS

- ABILENE CHRISTIAN COLLEGE, *Abilene*, Mrs. Clara Bishop.
*AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS, *College Station*, E. J. Howell.
AMARILLO COLLEGE (junior college), *Amarillo*, Ruth Virginia Perdue.

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- *BAYLOR UNIVERSITY, *Waco*, F. M. Allen.
- BAYLOR UNIVERSITY COLLEGE OF MEDICINE, *Dallas*, Maranda Danner, Registrar;
Dr. W. H. Moursund, Dean (Admissions).
- BLINN COLLEGE (junior college), *Brenham*, T. P. Walker.
- BROWNSVILLE JUNIOR COLLEGE, *Brownsville*, Mrs. Louise C. Perkins, Assistant
Dean and Registrar.
- CLARENDON JUNIOR COLLEGE, *Clarendon*, R. E. Drennan, Dean.
- CLIFTON JUNIOR COLLEGE, *Clifton*, A. L. Bronstad.
- COLLEGE OF MARSHALL (junior college), *Marshall*, Frank S. Groner, Jr.
- *COLLEGE OF MINES AND METALLURGY, *El Paso*, F. J. Agee.
- CORPUS CHRISTI JUNIOR COLLEGE, *Corpus Christi*, H. U. Miles, Assistant Dean
and Registrar.
- DANIEL BAKER COLLEGE, *Brownwood*, Alta M. Craig.
- DECATUR BAPTIST COLLEGE (junior college), *Decatur*, H. T. Tinsley.
- *EAST TEXAS STATE TEACHERS COLLEGE, *Commerce*, John Windell.
- EDINBURG JUNIOR COLLEGE, *Edinburg*, Miss R. Leffland.
- GAINESVILLE JUNIOR COLLEGE, *Gainesville*, Gilbert Irwin.
- GREENVILLE JUNIOR COLLEGE, formerly Wesley College, *Greenville*, Mrs. DeWitt
Mason.
- HARDIN JUNIOR COLLEGE, formerly Wichita Falls Junior College.
- *HARDIN-SIMMONS UNIVERSITY, formerly Simmons University, *Abilene*, Mrs. J. A.
Beard.
- HILLSBORO JUNIOR COLLEGE, *Hillsboro*, A. E. Kidd.
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- *INCARNATE WORD COLLEGE, *San Antonio*, Sister M. Clement.
- JACKSONVILLE COLLEGE (junior college), *Jacksonville*, James Morgan, Dean.
- *JOHN TARLETON AGRICULTURAL COLLEGE (junior college), *Stephenville*, Charlie
S. Wilkins, Registrar and Dean of Students.
- KILGORE COLLEGE (junior college), *Kilgore*, Bessie Newman Waters.
- LAMAR COLLEGE (junior college), *Jacksonville*, H. V. Robinson.
- LEE JUNIOR COLLEGE, *Goose Creek*, Mrs. Ruby Goodwin.
- LON MORRIS COLLEGE (junior college), *Jacksonville*, H. V. Robinson.
- *MCMURRAY COLLEGE, *Abilene*, Iris Graham.
- MARY HARDIN-BAYLOR COLLEGE, formerly Baylor College, *Belton*, Ailee Parten.
- *NORTH TEXAS AGRICULTURAL COLLEGE (junior college), *Arlington*, Joe B. Preston.
- *NORTH TEXAS STATE TEACHERS COLLEGE, *Denton*, P. E. McDonald, Registrar and
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- *OUR LADY OF THE LAKE COLLEGE, *San Antonio*, Sister M. Pia.
- OUR LADY OF VICTORY COLLEGE, *Fort Worth*, Sister Mary Beatrix, Dean-Registrar.
- PARIS JUNIOR COLLEGE, *Paris*, Mrs. W. B. Kendall.
- RANGER JUNIOR COLLEGE, *Ranger*, Jessie Deavenport.
- RICE INSTITUTE, *Houston*, S. G. McCann.
- *ST. EDWARD'S UNIVERSITY, *Austin*, Reverend William H. Molony, Dean of Studies
and Registrar.
- *ST. MARY'S UNIVERSITY OF SAN ANTONIO, *San Antonio*, Fred J. Junker, Dean and
Registrar.
- *SAM HOUSTON STATE TEACHERS COLLEGE, *Huntsville*, Marshal Rix.
- SAN ANGELO COLLEGE (junior college), *San Angelo*, E. L. Nunnally.
- SAN ANTONIO JUNIOR COLLEGE, *San Antonio*, Mrs. Harold M. London.
- *SCHREINER INSTITUTE (junior college), *Kerrville*, F. H. Junkin.
- *SOUTHERN METHODIST UNIVERSITY, *Dallas*, R. L. Brewer.

- SOUTHWEST TEXAS STATE TEACHERS COLLEGE, *San Marcos*, L. H. Kidd.
*SOUTHWESTERN UNIVERSITY, *Georgetown*, Pearl A. Neas.
*STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, *Nacogdoches*, Ellis M. Sowell.
*SUL ROSS STATE TEACHERS COLLEGE, *Alpine*, Anna D. Linn.
TEMPLE JUNIOR COLLEGE, *Temple*, Grady St. Clair, Assistant Dean and Registrar.
TEXARKANA COLLEGE (junior college), *Texarkana*, W. P. Akin, Dean.
TEXAS CHRISTIAN UNIVERSITY, *Fort Worth*, S. W. Hutton.
*TEXAS COLLEGE OF ARTS AND INDUSTRIES, *Kingsville*, George W. McCulley.
TEXAS LUTHERAN COLLEGE (junior college), *Seguin*, Adolph C. Streng, Student Dean and Registrar.
TEXAS MILITARY COLLEGE (junior college), *Terrell*, Lula Gardner.
*TEXAS STATE COLLEGE FOR WOMEN, *Denton*, Francis W. Emerson.
*TEXAS TECHNOLOGICAL COLLEGE, *Lubbock*, W. P. Clement.
TEXAS WESLEYAN COLLEGE, formerly Texas Woman's College, *Fort Worth*, Paul Crouch, Acting Registrar.
*TRINITY UNIVERSITY, *Waxahachie*, Clifford H. Perea.
*TYLER JUNIOR COLLEGE, *Tyler*, Lucia Douglas.
*UNIVERSITY OF HOUSTON, formerly Houston Junior College, *Houston*, C. F. Miller.
UNIVERSITY OF SAN ANTONIO, formerly Westmoorland College, *San Antonio*, Charles N. Wunder, Dean.
*UNIVERSITY OF TEXAS, *Austin*, E. J. Mathews, Registrar and Dean of Admissions.
UNIVERSITY OF TEXAS SCHOOL OF MEDICINE, *Galveston*, Dr. W. S. Carter, Dean.
VICTORIA JUNIOR COLLEGE, *Victoria*, Louise Stromberg.
WAYLAND COLLEGE (junior college), *Plainview*, Z. T. Huff, Dean and Registrar.
*WEATHERFORD COLLEGE (junior college), *Weatherford*, Charlie Bond.
*WEST TEXAS STATE TEACHERS COLLEGE, *Canyon*, D. A. Shirley, Registrar and Associate Dean.
WESTMINSTER COLLEGE (junior college), *Tehuacana*, Russell S. Johns.

UTAH

- BRANCH AGRICULTURAL COLLEGE (junior college), *Cedar City*, Hagen Cooley.
*BRIGHAM YOUNG UNIVERSITY, *Provo*, John E. Hayes.
*COLLEGE OF ST. MARY-OF-THE-WASATCH, *Salt Lake City*, Sister M. Frances Inez.
*DIXIE COLLEGE (junior college), *St. George*, Mathew M. Bentley.
SNOW COLLEGE (junior college), *Ephraim*, Naoma Rich.
*UNIVERSITY OF UTAH, *Salt Lake City*, E. J. Norton.
*UTAH STATE AGRICULTURAL COLLEGE, *Logan*, William H. Bell.
*WEBER COLLEGE (junior college), *Ogden*, Clarisse H. Hall.
WESTMINSTER COLLEGE (junior college), *Salt Lake City*, Cora May Hanson.

VERMONT

- BENNINGTON COLLEGE, *Bennington*, Mary Garrett, Director of Admissions and Records.
GODDARD JUNIOR COLLEGE, *Barre*, Alice L. Maranville, Registrar; Normandie Rioux, Secretary of Admissions.
*GREEN MOUNTAIN JUNIOR COLLEGE, *Poultney*, Reginald L. Swann.
*MIDDLEBURY COLLEGE, *Middlebury*, Frances H. C. Warner, Director of Admissions for Women; Edgar J. Wiley, Director of Admissions for Men; Jennie H. Bristol, Registrar.
*NORWICH UNIVERSITY, *Northfield*, Arthur E. Winslow, Dean; Alleen F. Hedges, Registrar and Secretary to the Dean.

ST. MICHAEL'S COLLEGE, *Winooski Park*, Reverend Jeremiah T. Purtill, S.S.E.;
Reverend Edmund J. Hamel, S.S.E., Dean.

TRINITY COLLEGE, *Burlington*, Sister M. Colette.

*UNIVERSITY OF VERMONT, *Burlington*, F. W. Kehoe, Registrar.

VERMONT JUNIOR COLLEGE, *Montpelier*, Alexander G. Gifford, Dean and Director
of Admissions.

VIRGINIA

ARLINGTON HALL JUNIOR COLLEGE, *Arlington*, Mary H. Baskerville.

AVERETT COLLEGE, *Danville*, J. W. Cammack, President.

BLACKSTONE COLLEGE FOR GIRLS (junior college), *Blackstone*, Nannie Belle De
Jarnette.

BLUEFIELD COLLEGE (junior college), *Bluefield*, E. M. Louthan.

*BRIDGEWATER COLLEGE, *Bridgewater*, Mattie V. Glick, Registrar and Secretary to
the President.

EASTERN MENNONITE SCHOOL (junior college), *Harrisonburg*, Chester K. Lehman,
Dean and Registrar.

EMORY AND HENRY COLLEGE, *Emory*, Eula Virginia Hankla.

HAMPDEN-SYDNEY COLLEGE, *Hampden-Sydney*, George L. Walker, Dean.

*HOLLINS COLLEGE, *Hollins*, Fanona Knox, Registrar and Secretary to the Faculty.

LYNCHBURG COLLEGE, *Lynchburg*, Mrs. Dorothy Scoggan Freer.

MARION COLLEGE (junior college), *Marion*, May Scherer.

*MARY BALDWIN COLLEGE, *Staunton*, Mrs. Martha S. Grafton.

MEDICAL COLLEGE OF VIRGINIA, *Richmond*, J. R. McCauley, Secretary-Treasurer.

RANDOLPH-MACON COLLEGE FOR MEN, *Ashland*, M. J. McNeal.

*RANDOLPH-MACON WOMAN'S COLLEGE, *Lynchburg*, Annie Whiteside.

*ROANOKE COLLEGE, *Salem*, D. R. Carpenter.

*SHENANDOAH COLLEGE (junior college), *Dayton*, Wade S. Miller, Dean; Millard J.
Miller, Registrar.

SOUTHERN SEMINARY AND JUNIOR COLLEGE, *Buena Vista*, H. Russell Robeg, Treas-
urer.

STATE TEACHERS COLLEGE, *East Radford*, J. P. Whitt.

*STATE TEACHERS COLLEGE, *Farmville*, Virgilia L. Bugg.

*STATE TEACHERS COLLEGE, *Fredericksburg*, Nannie Mae M. Williams.

STATE TEACHERS COLLEGE, *Harrisonburg*, Henry A. Converse.

STRATFORD COLLEGE, *Danville*, J. C. Simpson, President.

SULLINS COLLEGE, *Bristol*, W. E. Martin, President.

*SWEET BRIAR COLLEGE, *Sweet Briar*, Mrs. Bernice D. Lill.

*UNIVERSITY OF RICHMOND, *Richmond*, Helen A. Monsell, Registrar and Secretary
to the Dean.

*UNIVERSITY OF VIRGINIA, *Charlottesville*, Virginia Emma Moran.

VIRGINIA INTERMONT COLLEGE, *Bristol*, H. G. Noffsinger, President.

*VIRGINIA MILITARY INSTITUTE, *Lexington*, Colonel William Couper, Business Ex-
ecutive Officer.

VIRGINIA POLYTECHNIC INSTITUTE, *Blacksburg*, Clarice Slusher.

*WASHINGTON AND LEE UNIVERSITY, *Lexington*, Earl S. Mattingly.

*WILLIAM AND MARY COLLEGE, *Williamsburg*, Kathleen Alsop.

WASHINGTON

*CENTRAL WASHINGTON COLLEGE OF EDUCATION, *Ellensburg*, Henry J. Whitney.

CENTRALIA JUNIOR COLLEGE, *Centralia*, Margaret Corbet, Dean.

CLARK JUNIOR COLLEGE, *Vancouver*, Lewis D. Cannell, Dean.

- *COLLEGE OF PUGET SOUND, *Tacoma*, Christian Miller.
 *EASTERN WASHINGTON COLLEGE OF EDUCATION, *Cheney*, G. W. Wallace.
 GONZAGA UNIVERSITY, *Spokane*, Rev. Leo R. Robinson, S.J., President.
 GRAY'S HARBOR JUNIOR COLLEGE, *Aberdeen*, Lewis C. Tidball, President.
 HOLY NAMES NORMAL SCHOOL, *Spokane*, Sister M. Dolorosa.
 LOWER COLUMBIA JUNIOR COLLEGE, *Longview*, David Livingstone Soltau, President.
 MOUNT VERNON JUNIOR COLLEGE, *Mount Vernon*, Charles H. Lewis, Dean.
 *PACIFIC LUTHERAN JUNIOR COLLEGE, *Parkland*, Philip E. Hauge.
 ST. EDWARD'S SEMINARY, *Seattle*, Very Rev. Thomas C. Mulligan, President.
 ST. MARTIN'S JUNIOR COLLEGE, *Lacey*, Rev. Gerald R. Desmond, Dean.
 SEATTLE COLLEGE, *Seattle*, Rev. James B. McGoldrick, S.J., Dean.
 *SEATTLE PACIFIC COLLEGE, *Seattle*, Philip Ashton.
 *SPOKANE JUNIOR COLLEGE, *Spokane*, Ellis B. Harris, Registrar.
 *STATE COLLEGE OF WASHINGTON, *Pullman*, Frank T. Barnard.
 *UNIVERSITY OF WASHINGTON, *Seattle*, Dean Newhouse.
 WALLA WALLA COLLEGE, *College Place*, Clara E. Rogers.
 *WESTERN WASHINGTON COLLEGE OF EDUCATION, *Bellingham*, M. S. Kuder.
 *WHITMAN COLLEGE, *Walla Walla*, Douglas V. McClane.
 WHITWORTH COLLEGE, *Spokane*, Estella E. Baldwin.
 YAKIMA VALLEY JUNIOR COLLEGE, *Yakima*, Elizabeth Prior, Principal.

WEST VIRGINIA

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 BECKLEY COLLEGE (junior college), *Beckley*, David K. Shroyer, Managing Director.
 *BETHANY COLLEGE, *Bethany*, Thelma Jean Thompson, Recorder.
 *CONCORD STATE TEACHERS COLLEGE, *Athens*, S. L. McGraw.
 *DAVIS AND ELKINS COLLEGE, *Elkins*, Virgie Harris.
 *FAIRMONT STATE TEACHERS COLLEGE, *Fairmont*, Ethel Ice.
 GLENVILLE STATE TEACHERS COLLEGE, *Glenville*, Carey Woofter.
 GREENBRIER COLLEGE (junior college for women), *Lewisburg*, Mary E. Frisbie.
 *KANAWHA COLLEGE (junior college), *Charleston*, Luther Bledsoe.
 LINSLEY INSTITUTE (junior college), *Wheeling*, Guy E. Holden, Principal.
 *MARSHALL COLLEGE, *Huntington*, William N. Beetham.
 MORRIS HARVEY COLLEGE, *Charleston*, Olive Riggleman.
 NEW RIVER STATE COLLEGE, *Montgomery*, F. D. Pyle.
 POTOMAC STATE SCHOOL OF WEST VIRGINIA UNIVERSITY, *Keyser*, W. D. Anthony.
 *SALEM COLLEGE, *Salem*, Elsie B. Bond.
 SHEPHERD STATE TEACHERS COLLEGE, *Shepherdstown*, A. D. Kenamond, Dean and Registrar.
 WEST LIBERTY STATE TEACHERS COLLEGE, *West Liberty*, F. M. Tuttle.
 *WEST VIRGINIA UNIVERSITY, *Morgantown*, Lloyd Friend.
 *WEST VIRGINIA WESLEYAN COLLEGE, *Buckhannon*, Oscar D. Lambert, Dean and Registrar.

WISCONSIN

- *BELOIT COLLEGE, *Beloit*, Bessie M. Weirick.
 *CARROLL COLLEGE, *Waukesha*, Karen L. Carlson.
 CENTRAL STATE TEACHERS COLLEGE, *Stevens Point*, E. T. Smith.
 DIOCESAN TEACHERS COLLEGE, *Prairie du Chien*, Sister Mary Eugene.
 EDGEWOOD JUNIOR COLLEGE, *Madison*, Sister Alicia.
 GALE COLLEGE (junior college), *Galesville*, Elmer B. Siebrecht.

- HOLY FAMILY COLLEGE, *Manitowoc*, Sister Mary Dominic.
- *LAWRENCE COLLEGE, *Appleton*, C. E. Deakin.
- MARION COLLEGE, *Fond du Lac*, Sister M. Vera.
- *MARQUETTE UNIVERSITY, *Milwaukee*, Mrs. Mary L. Melzer.
- MILTON COLLEGE, *Milton*, O. T. Babcock.
- *MILWAUKEE-DOWNER COLLEGE, *Milwaukee*, Lucile Peters.
- MILWAUKEE VOCATIONAL SCHOOL, *Milwaukee*, A. D. Mathison.
- MISSION HOUSE COLLEGE, *Plymouth*, Oscar F. Hoffman.
- *MOUNT MARY COLLEGE, formerly St. Mary's College, *Milwaukee*, Sister Mary Frances Chantal, S.S.N.D.
- NASHOTAH HOUSE, *Nashotah*, Reverend E. J. M. Nutter, President.
- NORTHLAND COLLEGE, *Ashland*, John T. Kendrigan.
- NORTHWESTERN COLLEGE, *Watertown*, Ernst Wendland.
- *RIPON COLLEGE, *Ripon*, George J. Dudycha.
- ST. ALBERTUS JUNIOR COLLEGE, *Racine*, Sister M. Demetria.
- *ST. CLARE JUNIOR COLLEGE, formerly St. Francis of Assisi Convent, *St. Francis*, Sister Mary Baptist, O.S.F.
- ST. FRANCIS COLLEGE, *Burlington*, Reverend Casimir G. Stec, O.F.M.
- ST. FRANCIS SEMINARY, *St. Francis*, Reverend George C. Eilers, Secretary.
- *ST. LAWRENCE COLLEGE (junior college), *Mount Calvary*, Alexis Gore, Rector.
- *ST. NORBERT COLLEGE, *West De Pere*, Reverend F. F. Dupont.
- SALVATORIAN SEMINARY (junior college), *St. Nazianz*, Reverend Gregory Putzer, S.D.S.
- STATE TEACHERS COLLEGE, *Eau Claire*, J. R. Wallin.
- *STATE TEACHERS COLLEGE, *La Crosse*, Lora M. Greene.
- *STATE TEACHERS COLLEGE, *Milwaukee*, Constance Jacques.
- STATE TEACHERS COLLEGE, *Oshkosh*, R. J. McMahon.
- *STATE TEACHERS COLLEGE, *Platteville*, W. H. Williams.
- STATE TEACHERS COLLEGE, *River Falls*, Edward J. Prucha.
- STATE TEACHERS COLLEGE, *Superior*, Thorpe M. Langley.
- *STATE TEACHERS COLLEGE, *Whitewater*, Glenn Nelson.
- *STOUT INSTITUTE, *Menomonie*, Gertrude M. O'Brien.
- *UNIVERSITY OF WISCONSIN, *Madison*, Curtis Merriman.
- UNIVERSITY OF WISCONSIN EXTENSION, *Milwaukee*, Mrs. Irene Langwill.
- *VITERBO COLLEGE, *La Crosse*, Sister M. Josina.
- WAYLAND JUNIOR COLLEGE, *Beaver Dam*, Stanley C. Ross.

WYOMING

- UNIVERSITY OF WYOMING, *Laramie*, R. E. McWhinnie.

FOREIGN

CHINA

- *GINGLING COLLEGE, *Nanking*, Tsü Kwoh-chi.

SYRIA

- *AMERICAN UNIVERSITY OF BEIRUT, *Beirut*, Dr. Habib Amin Kurani.

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- APRIL 6-9, 1938 North Central Association of Colleges and Secondary Schools,
Stevens Hotel, Chicago.
- APRIL 13-16, 1938 Kentucky Educational Association, Louisville.
- APRIL 14-15, 1938 School and College Conference, Boulder, Colorado.
- APRIL 15-16, 1938 Tennessee Teachers Association, Nashville.
- APRIL 19-21, 1938 American Association of Collegiate Registrars, New Orleans,
Louisiana.
- APRIL 20-22, 1938 National Catholic Association, Milwaukee, Wisconsin.
- APRIL 22-23, 1938 Florida Association of Colleges and Universities, Florida State
College for Women, Tallahassee.
- APRIL 28-30, 1938 Texas Association of Colleges and Junior Colleges, Waco,
Texas.
- JUNE 13-20, 1938 American Library Association, Kansas City, Missouri.
- JUNE 20-25, 1938 Pacific Conference—New Education Fellowship, University of
Hawaii.

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